UNIVERSITY OF ALBERTA

UNIVERSITY PRACTICUM ASSOCIATES: SHADOW FACULTY IN TEACHER EDUCATION

BY

ANNI SØGAARD ADAMS

A Dissertation submitted to the Faculty of Graduate Studies and Research
in Partial Fulfillment of the Requirements for the degree of Doctor of Philosophy

DEPARTMENT OF SECONDARY EDUCATION

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August 27, 1993

Between the idea
And the reality
Between the motion
And the act
Falls the Shadow
For Thine is the Kingdom

Between the conception
And the creation
Between the emotion
And the response
Falls the Shadow
Life is very long

Between the desire
And the spasm
Between the potency
And the existence
Between the essence
And the descent
Falls the Shadow
For Thine is the Kingdom

T. S. Eliot. (1963). The hollow men.
In *Collected Poems 1909-1962* (p.82).
New York: Harcourt Brace Jovanovich.

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a dissertation entitled "University Practicum Associates: Shadow Faculty in Teacher Education" submitted by Anni Søgaard Adams in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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DEDICATION

This dissertation is dedicated to my mother and father, Tove Johanne Christiansen Poulsen and Jens Otto Søgaard Poulsen for their support and interest. They have inspired the little immigrant girl in the knitted dress to dream of making a *differance* (in a postmodern world) and to cherish the art and science of teaching and learning.

Og om i øst og vest vi har svœrmet og søgt
de svundne tiders visdom, de fjerne landes kløgt.

And in the East and the West, we have gathered and sought
the wisdom of ages past, the insights of foreign lands.

Lembche, E. (1944). Vort modersmål er dejligt.
In E. Borup & U. Grosen, *Folkehøjskolens Sangbog*.
(#301). Odense, Denmark: Andelsbogtrykkeriet.
(Original work published in 1859).

ABSTRACT

This study examined the seconded Practicum Associate position at the University of Alberta and the University Associate position at the University of Calgary and how the "Associates" who assumed those positions dwelled within and among the university, school, and professional association communities. The Associates were classroom teachers who were seconded to Faculties of Education from their school systems for a one-year term with the probability of a second year. They instructed a variety of courses including practicum-related courses in their area of specialization, developed and revised practicum materials, and worked extensively with practicum students, student teachers, fellow Associates, university personnel, practicum advisors, and school-based cooperating teachers and administrators. This study examined how five Associates personalized, articulated, and demonstrated their own philosophical, theoretical, and practical orientations within the Associate position. The uniqueness, realities, and possibilities of the Associate position were examined and described using an interpretive reflective case study approach. Data were collected by conducting participant observations, engaging in conversations and interviews, and reviewing relevant documents. The research was historically determined, contextually situated, and socially constructed.

Initially, the Associates were established knowers from the school community and emerging learners within the university community. As they took on the mantle of an Associate, they became established knowers within the university community and then re-entered the school community as changed knowers and learners.

The Associates moved through nine phases: Anticipating, Commencing, Establishing, Enacting, Re-Viewing, Renewing, Re-Aligning, Re-Entering, and Retrospecting. The odd numbered phases (Anticipating, Establishing, Re-Viewing, Re-Aligning, and Retrospecting) served as mental, physical, and psychological preparations for the implementation of the even numbered phases (Commencing, Enacting, Renewing, and Re-Entering) and future spirals. Within these phases, the Associates considered how their roles, responsibilities, and experiences had affected them personally and professionally in the past, were affecting them in the present, and would impact on their future possibilities. At times, they felt that they were "shadow faculty" in teacher education; they implemented the practicum but were not always included in decision-making. The Associates wanted recognition for their unique contributions as liaisons within the educational community, as theoretical practitioners, and as respected, enlightened educators.

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CHAPTER I

FORESHADOWING

Within faculties of education, in the United States and Canada, the practicum is often coordinated and taught by what Goodlad (1990a) refers to as the "shadow faculty of adjunct, temporary, part-time personnel who teach the courses required for certification but who have little or no say about the conduct and well-being of the enterprise" (p. 187). Goodlad maintains that the members of this shadow faculty are usually well-known to the future teachers on the campuses of our universities, but are often not well-known to their faculty colleagues. Untenured and temporary, these positions often keep the teacher education programs alive; unwittingly, they become the "shadows" who "act out" integral educational roles.

Between the idea
And the reality
Between the motion
And the act
Falls the Shadow
(Eliot, 1963, p. 82)

For 11 years at the University of Calgary, I served as a member of this "shadow faculty," inhabiting this intermediate land which exists between the university and school communities. I was involved in coordinating and teaching the initial practicum, in teaching methods and communication courses, and in supervising student teachers. Before my university position, I was a curriculum leader and teacher in the public school system. Having worked in both environments, I was aware of the separateness and tension that exist between the university and school communities. Eisner (1988) alludes to this as "alienation" and tells of a colleague who felt torn between "the canons of the academic world" and "the exigencies of the practical" (p. 18). Because I worked as a liaison in my capacity as a coordinator, and because of my personal dual allegiance to both communities, I attempted to build trust, communication links, and bridges between the university and the school communities.

Casting Shadows: Motivations and Context

For a number of years, I was reasonably happy at the university in an untenured, sessional "shadow" position as it coincided nicely with my personal life. Then I began to experience pedagogical and political tension as I realized that I wanted to contribute more to the teacher education enterprise than I was invited to without a doctorate and a tenured position. Aoki's (1990, 1991b) claim about the necessity of tension to develop as a human being resonates with my experience. The pedagogical-political tensions of being an untenured, sessional instructor who wanted more opportunity, input, and responsibility impelled me to pursue my doctorate and embark on this dissertation research.

Other tensions have shaped me as a person, a teacher, and a teacher educator: my Danish-immigrant background, my theoretical-practical views of teaching and learning, my individual-family-community commitments and conflicts, and my spontaneous-reflective personality and way of embracing life. These tensions are still with me. But rather than view them as contradictory and wasteful, I see them increasingly as positive forces which nudge me along and force me to have a postmodern view of the world and "others" (Dallery & Scott, 1989; Hutcheon, 1988, 1989; Tong, 1989) and to acknowledge their conflicting perspectives and ways of dealing with their lives. Through conversations in doctoral classes, lounges, offices, and via technology with a variety of instructors, fellow students, and other soulmates, I have disclosed, examined, and grappled with the possibilities and limitations of these tensions and come to new understandings. An understanding that is particularly poignant reminds us that we must, in Aoki's (1990) terms, "dwell aright" with others in the educational community:

> To me, an educated person, first and foremost, understands that one's ways of knowing, thinking and doing flow from who one is. Such a person knows that an authentic person is no mere individual, an island unto oneself, but is a being-in-relation-with-others, and hence is, at core, an ethical being. . . . Such a person knows that being an educated person is more than possessing knowledge or acquiring intellectual or practical skills, and that basically, it is being concerned with dwelling aright in thoughtful living with others. (p. 42)

"Dwelling aright in thoughtful living with others" means that I must continue to examine, reflect upon, re-examine, and re-reflect upon what is best for those who dwell with me in

the educational community. Specifically, this examination and reflection must be part of ongoing research into teacher education. The research itself must deal ethically and holistically with programs, issues, and individuals or the research will contribute little to teacher education; in fact, it could seriously mangle, amputate, or starve that which has value and potential. Teacher education programs have, according to Goodlad (1990a) been researched, evaluated, "harnessed and prodded almost to death but given very little nourishment" (p. xxii). Research needs to examine the programs, issues, and specific positions that nourish teacher education programs. Educators who are in these specific positions have unique contributions, perspectives and understandings to share with the educational communities. "Practicum Associates" (commonly referred to as PAs) at the University of Alberta, "University Associates" (UAs) at the University of Calgary, and Secondments at the University of Lethbridge are such educators and are members of the untenured, seconded "shadow faculty" of Alberta universities. PAs and UAs were chosen as the participants in this study because of the similarities in the natures of the positions and the numbers of individuals who have held the position. In order to gain insight into the position and the lives of those who took on its mantle, this dissertation research examined the position as it currently exists at the University of Alberta and the University of Calgary.

Introducing the Seconded Associate Position

Practicum Associates and University Associates, hereinafter referred to as "Associates," are usually classroom teachers in Alberta who are seconded to the Faculty of Education from their school systems for a one year term, with a second year extension generally agreed upon by the Associate, Faculty of Education, Alberta Teachers' Association, and respective school boards. The secondment arrangements state that the Associate's salary and benefits will be commensurate with those specified in the teachers' continuing contracts with their employing boards. Associates must have a minimum of four years of successful teaching experience at the elementary, junior high, or senior high school levels, be practising teachers at the time of appointment, have recent involvement in the student teaching program as cooperating teachers, have recent involvement in practical or theoretical curriculum planning, have proven interpersonal skills in relation to working with colleagues and students, and preferably have a master's degree or have completed applicable graduate work.

The designated appointments and outlined responsibilities of the Associate position vary depending upon the expertise and availability of other faculty members, budgetary

considerations, and the background expertise and secondment seniority of individual Associates. In 1992-1993 at the University of Alberta, there are eight Practicum Associates: four in elementary (three generalists and one in special education) and four in secondary (one each in English, social studies, biological science, and physical education). According to the position descriptions in the *ATA News* (see Appendix A), Practicum Associates are involved in the supervision of practicum students, instruction in practicum-related courses, inservice of cooperating teachers, and program planning which includes developing cooperating teacher preparation sessions, recruitment of cooperating teachers, participation in the placement process, and development and revision of practicum materials. Including those who have the position during the 1992-1993 year, there have been 94 Practicum Associates at the University of Alberta since the inception of the program in 1975.

At the University of Calgary in 1992-1993, there are seven University Associates: two in elementary, two in secondary (one in science/math/ physical education and another in English/social studies) and three in elementary/secondary (one French, one fine arts and one rural generalist). University Associates work with student teachers, cooperating teachers, and faculty advisors in the practicum program and with members of faculty in related course work (see Appendix B). They may also be involved in the conduct of research related to teaching and the teacher education programs (de Leeuw, 1992). Since the inception of the position in 1975, there have been 85 University Associates at the University of Calgary including those who are serving during the 1992-1993 year.

There appear to be many similarities between the roles and responsibilities of PAs and UAs. At least twice a year, Alberta Associates meet to share ideas, issues, and programs: at the annual Western Canadian Student Teaching Association (WestCAST) conference in late February or early March, and at a spring meeting often held in Red Deer.

The designation "seconded Associate" comes with both denotative and connotative meanings. These meanings affect the parameters and possibilities of the Associate role. Denotatively, the term "second" is from the French *second* which means to second, to follow in the next place; to follow up and support; to promote; to unite with in proposing some measure or motion. "Associate" comes from the Latin *assio,* to add, and *socius,* a companion; it means to adopt as a partner, to unite in company, to join in a confederacy or association. An associate is a companion, an accomplice, an ally. In relative terms, to associate is to suggest or recall an idea or feeling with another idea or feeling; to associate one with another. While these denotations are generally positive, do the terms, "seconded" and "Associate" have unfortunate connotations leading to perceptions of adjuncts,

supporters, and followers--as shadow faculty--rather than perceptions of main players, initiators, and leaders? In their relationship with the university community, do the Associates consider themselves to be "working together on a level playing field" (Keliipio et al., 1990, p.16) or working separately on uneven ground?

Conventional wisdom suggests that within the educational community, we need educators who are "associated," united by mutual interests, concerned about education, and committed to ensuring that the best teacher education program possible is a reality. The possibility of "becoming" and "being" role models and liaisons seems to be inherent within the Associate position. Ideally, Associates should be the accomplices who can dwell among the university, school, and professional association communities.

Historical Contexts

The Associate secondment programs at the University of Alberta and the University of Calgary were part of a much broader reorganization that was implemented to improve teacher education in Alberta. A number of task force submissions and position papers (Chikombah, 1979; de Leeuw, Marean, & Groves,1976) documented the reasons and recommendations needed to facilitate this improvement. These papers investigated the factors that precipitated an improved practicum, presented support for and descriptions of practicum plans developed during 1974-75, and suggested the ways and means necessary to implement an expanded practicum in 1976-77 (de Leeuw et al., 1976). Students, teachers, administrators, and the research literature had repeatedly expressed the need to incorporate more practical experience into teacher education programs. The Alberta Teachers' Association (ATA) also supported the conviction that an "extended practicum should be developed as a core activity in the teacher education programs of all Alberta universities" (cited in de Leeuw et al., p. 3). This idea was given official sanction when the Board of Teacher Education and Certification (BTEC, an Alberta Education government agency) recommended that initial certification of teachers in Alberta be raised to require a baccalaureate degree and that a significant element of such four-year programs be an expanded practicum equivalent to one university semester. The extended practicum lengthened the practicum component of teacher education, reorganized student teacher evaluation, encouraged students to undertake practicum experiences in rural locations as well as urban centers, and designated the university and school personnel that would be necessary to carry out these changes. These modifications involved many university, teacher association (ATA), school, and government (Alberta Education) stakeholders who

agreed that working directly in classrooms with students was "one of the most effective ways of putting *theory into practice*" (Bird, 1982, p. 16).

The envisioned changes required two conditions: a state of open cooperation among existing faculty and *additional* staff (this came to include the Associates) and adequate time for faculty, classroom teachers, and associated personnel to effect an improved practicum. Originally, the Associate position was envisioned to be a half-time university, half-time school position wherein the Associate would be seconded at lesser sessional pay (de Leeuw et al., 1976, p. 21). The ATA executive would not agree to this arrangement. They stated that the professional status and pay of their members had to be maintained. If teachers in the field were not to be given financial recognition or release time for their increased endeavors in working with student teachers, then one way of linking theory with practice was to second teachers to the university in full-time positions called University Practicum Associates (Chikombah, 1979).

The Associates were expected to work collaboratively with university faculty, "provide instruction in the practicum and [be] committed to serve the cooperative growth of both the school systems and the university" (de Leeuw et al., 1976, p. 9). Associates were required to possess "an intimate knowledge of the theory and practice of both the schools and university and should be granted the resources to foster cross fertilization between educational institutions" (p. 9). It was envisioned that these individuals would be attached to the university for relatively short periods of time, one to three years, and should then return to their school systems. This arrangement was intended to ensure that the Associates' "knowledge of school programs would be current and in the long run could foster a better understanding of the university programs throughout the schools" (p. 9).

The first Associates were hired during the 1975-1976 school year even though the extended practicum was not begun until the fall of 1976. Early in 1976, the BTEC approved the seconded positions and the provinicial government provided the required grants to the universities. With the creation of the Practicum Associate positions at the University of Alberta, the University Associate positions at the University of Calgary, and Secondment positions at the University of Lethbridge, practising teachers were incorporated into the university practicum program and became part of the university community.

Little research and few comprehensive records or descriptions of the Associate position exist. For a number of years, Associates establish their credibility within the school community and bring their "fresh from the classroom expertise" (de Leeuw et al., 1976, p. 20) to the university community. They have specific knowledge of teachers,

schools, school boards, the ATA, and curricula. They bring their particular perspectives and unique understandings to teacher education programs and to the interrelationships that exist between the university, school, and professional association communities. In Alberta, Associates play a central role in educating the teachers of tomorrow.

Illuminating the Research: An Overview

This dissertation research examined, interpreted and described the uniqueness, realities, and possibilities of the Associate position using an interpretive reflective case study approach. Five Associates were involved in the main study, and there was one participant at each university who served as the key informant.

Introducing the Associates

In order to capture the insights of Associates at various phases of the Associate position and to have some commonality of experience, I carried out research with five Associates who all worked in the secondary English language arts area. I selected these individuals in order to represent some of the characteristics that exist within educational communities such as male/female, administrative/classroom, married/unmarried, and dependents/no dependents.

Each of the five individuals (whose names are pseudonyms) was seconded as a secondary English language arts Associate although Mona, an Associate at the University of Calgary, also served as the secondary social studies Associate. Two individuals were Associates during the time of the research and were key informants. At the University of Alberta, Jill began as a participant in December 1990 during her first year of secondment and continued through her second year. At the University of Calgary, Mona was involved in the research from August 1991, her first year of secondment, through her second year, until April, 1993. Of the other three participants, two were male and one was female. A former Associate at the University of Alberta from 1988-1990, Byron is presently a junior high school teacher and curriculum leader. The other two are former Associates at the University of Calgary: Hannah, a senior high school teacher, was an Associate from 1981-1983 and Dorian, a senior high English department head, was an Associate from 1985-1987.

During the time that they were in the position, the five Associates had differing lifestyles. Mona was single and lived by herself. Jill was recently married to an

independent businessman. Byron was married to a teacher and had two elementary-aged children. Hannah was divorced and was responsible for her two elementary-aged children. Dorian was divorced and had his high school-aged daughter living with him sporadically.

The research took place from December, 1990 until April, 1993 within the communities where the Associates dwelled: various classrooms, offices, and lounges at the University of Alberta and the University of Calgary, and in classrooms, offices, and lounges in secondary schools in the urban centers of Edmonton, Sherwood Park, St. Albert, and Calgary.

Foreshadowing: The Pilot Study

During the Winter semester of 1991, I conducted a collaborative action research pilot study with Jill, a Practicum Associate, during her first year of secondment at the University of Alberta. This was a participatory inquiry (Carr & Kemmis, 1986; Carson, 1990) into her experiences, perceptions, and reflections. Within a collaborative action research framework, the Practicum Associate and I investigated what it meant for her to become a teacher educator within the university community, how she bridged the university and school communities, and what evolved as she carried out and reflected upon the roles and responsibilities of her position. Data sources included interviews (some taped), journal entries, observation field notes, letters, historical data, documents, records, and discussion-planning-reflection sessions. Drawn from particular instances, the following categories of themes emerged from the data: the role of the Practicum Associate (identity, credibility, implementation, and administration), beliefs about teaching and learning, professionalism (expectations and evaluation), politics and possibilities, and personal and professional development. These themes proved to be too limiting for the dissertation research because they did not consider how Jill moved through the position and how this journey affected her. During this pilot study, I experienced the research process, interpreted data, mined the resultant themes, and described my findings in a paper entitled "A Practicum Associate: Becoming a Teacher Educator" (Adams, 1991). This experience informed and extended the present study.

Describing the Data Collection

In the main research, data were collected by engaging in conversations, conducting participant observations, and reviewing supporting documents. The five participants were

involved in various conversations which included long informal talks, telephone calls, shorter everyday exchanges, unstructured interviews, letters, and journal entries. After my conversations and participant observation sessions with the Associates, I wrote my journal-reflection entries which are cited as Reflection Notes (with an identifying date) in this study. Over a two year period, I conducted participant observations with the key informants, Jill at the University of Alberta, and Mona at the University of Calgary. These participant observations included classroom observations, university and school meetings, and workshops and are recorded as Field Notes (with an identifying date) in this study. Supporting documents which were illustrative of or relevant to the Associate position included descriptions of the position, historical data, information bulletins, handouts, outlines, memos, records, student work, and responses to student work. The Associates talked about their intentions, ideas, activities, and accomplishments. Their talk contained current, prospective, and retrospective views as well as "back-talks" (Schön, 1983, p. 34), reflective conversations with themselves.

Stating the Questions

Initially, in my research proposal in preparation for my candidacy, I presented a framework of three stages which appeared to take the breadth and parameters of the Associate journey into consideration. The five Associates involved in this study represented the range of experience of seconded Associates and appeared to be at different places on their journeys. The questions for the main study were couched within the parameters of three stages: inception, enactment, and retrospection.

The inception stage dealt with the period of time when the seconded teachers assumed their Associate positions and became teacher educators within the university community. In the inception stage, the Associates were involved in the planning and preparation meetings with other Associates and faculty, in initial exchanges with university and practicum students, and in administrative responsibilities that needed to be attended to during their first semesters at the university. The following questions guided conversations about the inception stage of the Associate position.

1. How do Associates perceive themselves to be viewed as established knowers from the school community?
2. With what backgrounds, connections, ambitions, and experiences do the Associates come to the position?

3. How do Associates view themselves as they become teacher educators, emerging knowers within the university community?
4. How do they deal with the tension of transition?

The enactment stage dealt with that period of time when the Associates carried out their roles and responsibilities as members of both the university and school communities, and as "bridges" between these communities. This stage began after inception and continued until the Associates had completed their secondments and returned to the school community. The following questions guided conversations about the enactment stage of the Associate position.

5. How do Associates view the expectations and realities of their role?
6. How do they view themselves in the Associate position?
7. How do they think others view them in the Associate position?
8. What do the Associates draw on from their backgrounds, connections, and experiences?
9. How do they establish and maintain their connections to the schools?
10. What changes in activities, discourse, and social relationships take place?
11. How do the Associates experience the tensions of teacher/other centeredness, hierachy/colleague, performance/inquiry, evaluation/growth, and technical/critical reflection?

The retrospection stage occurred after the Associates had completed their secondments at the university and had returned to the school community. In this stage, the Associates reflected on their perceptions of the uniqueness, realities, and possibilities of the Associate position and how this position had affected them personally and professionally. The following questions guided conversations about the retrospection stage of the Associate position.

12. How do Associates view themselves as they return to the school community as "established" knowers from the university community?
13. What ideas, suggestions, and services do Associates bring with them from the university community?
14. How do Associates think others view them as they return to the school community?

15. How do the Associates experience the tensions of newcomer/ established colleague, and university theory/school practicality?
16. How has the experience of being an Associate changed them as educators?
17. What new possibilities for the Associate position emerge as a result of this research?

While collecting and analyzing the data, I soon realized that the three stages restricted and circumscribed the richness and possibilities of the data. Many sub-stages and themes emerged. Therefore, because of the need for a more fluid, recursive way of considering the journey of the Associates, and in keeping with the increasingly powerful shadow metaphor, I developed a spiral/helix of "phases." As with the phases of the moon, these phases move onwards continually over time, yet exist within artificial time boundaries. The phases of the moon occur within a month; the phases of the Associate position occurred within two years. As phases, they waned and waxed, moving in and out of "shadow," and had permeable parameters and recognizable yet indefinite beginning and end points. Thus, the idea of phases appeared to be a logical context for the presentation of the findings and interpretations of the study. Eventually, the number of phases in the Associate position grew to over 20; this number proved to be too cumbersome. Also, each phase was initially identified by two labels such as Anticipating/Incepting; these multiple terms proved to be unwieldy and inaccurate. With additional reflection and refinement, I decided that nine phases, each with only one label, were manageable and representative of what the data suggested. I also realized that while the Associate journey began at the"bottom" and ended at the "top" of this particular spiral, there had been and would be many more "spirals" for each of the participants during their careers in education.

Conducting the Research

This study was a naturalistic inquiry into the journey of five Associates and how they assumed the roles, responsibilities, and realities of the Associate position. Because this study focused on insight, discovery, and interpretation rather than on hypothesis testing, the case study approach was chosen.

Using the Case Study Approach

Descriptive case studies form a data base for comparison and theory building and have been useful for presenting information about areas where little research has been conducted. The case study approach concentrates on a single phenomenon or entity such as the Associate position. For research which is exploratory and inductive, the case study approach is useful because it seeks holistic description and explanation and acts as a way to communicate the intricacies of particular situations (Bullough & Gitlin, 1989). Furthermore, this approach assumes that there are multiple realities which are highly subjective, and that these multiple realities have to be interpreted, not measured. The case study approach enables the experiences of many Associates to be considered through the experiences of a few. While the lives of individual Associates do not necessarily serve as models for others, the stories which they tell about their lives *can* serve as models for others. Bronowski (1965) illustrates this point when he discusses how *King Lear* affects those who experience Shakespeare's play:

> We learn to immerse ourselves in the human situation. We become one with the characters of the play because they are alive and they are like us and like all men and women. We get inside them, [and] thereby understand how to live inside ourselves; we stretch the skin of isolation inside which each of us lives. (p. 69)

The stories of the Associates' lives can serve as models for other individuals in parallel or related positions.

Analysis of the data in this study was a combination of description and interpretation that supported and challenged assumptions about the roles and contributions of the Associate position. Simultaneous data collection and analysis helped to direct the data collection phase more productively and to develop a rich data base. Bruner (1990) suggests that to get "a general notion of a particular Self in practice we must sample its uses in a variety of contexts" (p. 119). Participant observation enabled me to view the Associates' visions of the world (Spradley, 1980) in a variety of contexts over a period of time. I was able to explore the dense, rich fabric of the Associates' experiences akin to Clandinin and Connelly's (1991) participant observation in narrative inquiry, "The process is a joint living out of two persons' narratives, researcher and practitioner, so that both participants are continuing to tell their own stories but the stories are now being lived out in a collaborative setting" (p. 7). Through conversations, individuals personally and socially

construct meaning (Dewey, 1916; Florio-Ruane, 1986) and experience ways of world-making (Goodman, 1978), making sense of their situations.

Adopting an Agent-Central Role

As I worked with Jill, Mona, Hannah, Dorian and Byron, I did not distance myself from the participants or the study. As a researcher, I was involved in my own story as I encouraged the Associates to tell theirs. In the tradition of Elbaz (1987, 1991) and Clandinin (1986), I adopted an agent-central view. I participated in classroom activities and contributed to conversations as a "passionate participant" (Guba & Lincoln, 1989). I tried not to overwhelm the Associate's voices and stories. My voice and theirs emerged in the study; we were all participants in the research process.

The Associates' voices were seasoned with many years of teaching experience. I tried to shift the focus from our separateness as Associates and researcher to a focus on us as learners together (Lofland, 1971). As co-constructors of meaning, our voices were more in balance. I took care, in the Noddings' (1984) sense, to maintain this balance.

In my agent-central role, I attempted to manage my subjectivity. Such subjectivity, Peshkin (1988) argues, is inherent in any study. Buber (1970) and Brimsfield, Roderick, and Yamamoto (1983) agree with Peshkin's stance. Furthermore, any researcher who dismisses subjectivity would not be value-free but merely "empty-headed," according to Eisner (1990, p. 50). My agent-central role was consistent with my research approach and my personal understandings.

I attempted to reduce the objectification of the Associates by inviting them to co-construct this research study with me. Our reflective conversations were attempts to author our own experiences (Greene, 1978) and compose our own lives (Bateson, 1989). Such authoring and composition precede transformations, the living out of fresh stories of possibility (Greene, 1978). Having respect for one another's voices did much to maintain a balance between the Associates shaping and being shaped by the contexts in which they dwelled.

In an agent-central role, I recognized that the Associates were initially established knowers from the school community and emerging learners within the university community. As they took on the mantle of Associates, they became established knowers within the university community and then re-entered the school community as changed knowers and learners.

Employing Multiple Conversations

In this study there were multiple conversations between the Associates and their situations, between the data (interview transcripts, field and reflection notes) and me, between the Associates and me, between theory and practice, and between the text of the study and the readers. In these conversations, theory shared the agenda with our professional knowledge and the lines between theory and practice became blurred. Conversations were the vehicles through which continual reconstructions of meaning were made, thus enabling participant observation sessions to be a convergence among our realities (Spradley, 1980). Furthermore, as teachers and teacher educators, Associates naturally used conversations as a way to make sense of their experiences. Eisner (1990) suggests that there are strong parallels between conversation and teaching:

> The good conversationalist-- and the good teacher know how to experience and respond to a wide array of meanings. . . . To understand what goes on in schools and classrooms requires sensitivity to how something is said and done, not only what is said and done. (pp. 18-19)

Eisner believes that both conversation and teaching are arts that require undivided attention to verbal and non-verbal cues. During the study, I tried to be sensitive to the moment, to the silences as well as the sounds, and to the "off stage voices" (Rosen, 1986) within and alongside each utterance.

Other associations exist; conversation, teaching, and research are all improvisational in nature. Consistent with my philosophical and methodological bias, I developed a research model which allowed for a sufficient breadth of study to encompass a myriad of situations and understandings. At the same time, this model allowed me to focus sufficiently on the views of the Associates, the events in the Associates' lifeworlds, and the parameters of the Associate position. By combining the historical interpretive and the critical reflective orientations (Habermas, 1971), the necessary breadth and focus were achieved with an ***interpretive reflective*** orientation.

The interpretive reflective orientation of this study presupposes that experience can be text, that conversation can be research, and that conversation can be the vehicle to highlight experiences within a particular context. Yinger (1988) presents an etymological view of the word *conversation.* From its Latin root, *conversi* means "'to dwell with' and suggests that conversation involves entering into and living with a situation and its

participants" (p. 1). The Associates' and my conversations often suggested the image of "friends talking together" (Socrates cited in van Manen, 1990a, p. 153). Viewed from this perspective, we tended to play the believing game (Elbow, 1973) rather than the doubting game which is characterized by arguments; arguments often create hierarchical knowledge status whereas conversations occur among equals. Our conversations assumed parity among participants (Mehan, 1979) because we viewed ourselves and one another as learners (Lofland, 1971). Thus the negative connotations of the "researcher as evaluator" or "researcher as critic" were minimized.

Our conversations were also opportunities for questioning. We were directed by a sense of openness and by something presently indeterminate which was worth talking about. The Associates examined and questioned present and past issues and concerns. Gadamer (1977) refers to questioning as "an art which preserves the structure of openness and enables the conversation to continue" (p. 330), and the ability to continue to ask questions is actually the art of thinking. True conversation is not simply a meaning-communicating activity; it is more of a meaning-making or meaning-revealing undertaking. Our conversations took unexpected turns because we "developed an openness to risk and test our own opinions through such an encounter" (Bernstein, 1983, p.162).

The research methods and contexts were reciprocal in nature and left spaces for the voices of the Associates to emerge naturally in conversations and classroom discussions. The conversations were characterized by critical incidents, personal examples, related references, vivid recollections, and idealistic hopes. Our conversations were linked together in loose bundles of images which brought related instances and ideas to mind. The Associates read the shaped data to ensure that there was agreement on the meanings portrayed. I had access to the ongoing tensions and contradictions that the Associates experienced as they moved through the phases of their position.

Language was important to the research conversation. The university community, like any other community, has a language, much of which is "tacit" (Polanyi, 1962). During their two-year appointments, the Associates became conversant within the language of the university. In the process of co-constructing the research story, the Associates and I made further contributions to the shared language of practice (Halliday, 1978; Montgomery, 1989). Connections among research, conversation, and language proved to be useful for this study.

Interpreting the Data

To acknowledge the significance of reflecting upon our experiences, T. S. Eliot (1963) cautioned, "We had the experience but missed the meaning." Therefore, so that I would not "miss the meaning"--the importance and relevance of the Associates' experiences--I created spaces in which the Associates constructed narratives to try to explain themselves to themselves and to others. The Associates' texts were symbolic representations of their lived experiences. In the process of constructing narratives, the Associates brought cognition, affect, and action together in their stories (Bruner, 1986; Tappan & Brown, 1989).

When the Associates told their stories, they expressed meanings which their experiences held for them (Tappan & Brown, 1989). I, as a researcher, shared my stories, too. These accounts also conveyed meanings, the meanings I derived as a researcher from listening to, reflecting upon, and responding to the Associates' stories. The ongoing process of constructing and reconstructing stories was the means through which experience became the text of this study.

These constructions and reconstructions were then considered in light of the Associates' journeys. Particular instances were pulled from the transcripts, field notes and reflections notes because, as Spradley (1980) notes, "in order for a reader to see the lives of the people we study, we must show them through particulars, not merely talk about them in generalities" (p. 162). I focussed and refined the observations and interviews as they took place and decided what was important to consider. The rigor in the method was the way in which such decisions were made, and, in the detail and organization of the data. To guide and evaluate research, Parse, Coyne, and Smith (1985) suggest standards which included the soundness of ideas (supported by appropriate evidence), the presentation of ideas (organized in a succinct way with clarity and integration), the attention given to the self-determination of the participants, and clear explanations of the methodological and interpretive dimensions. Following these standards, representative patterns emerged; these became the phases and underlying themes of the study.

Authenticating Validity and Reliability

Internal validity, external validity, reliability, and objectivity authenticate conventional, quantitative research. In qualitative research, these criteria are also considered but assume different incarnations. Guba and Lincoln (1989) refer to

"authenticity criteria" (p. 233) for research which favors a hermeneutic methodology. While these criteria do not have exact counterparts in conventional research, they do include *fairness*, which attempts to limit privileged positions of power or commitment to new conceptualizations; *educative authenticity*, which is concerned with the degree to which participants learn from one another; *catalytic authenticity*, which is the degree to which action is stimulated; and *tactical authenticity*, which is concerned with the degree to which participants become empowered as a result of the research process.

For my research, I compared the authenticity criteria with the four criteria which characterize conventional research: internal validity, external validity, reliability, and objectivity. First, credibility parallelled internal validity. Through ongoing, long-term engagement, persistent observation, the use of a critical friend, and participant checks, the match between the events as experienced by the Associates and my representation of those experiences was ensured.

Second, transferability parallelled external validity or generalizability. We checked our perceptions and verified events that happened within and between the macro and micro university and school communities. A thick description (Janesick, 1982; Spradley, 1979, 1980) of the study contributed to the transferability.

Third, dependability paralled reliability. As much as possible, my dependability and ability to carry out the research, description, interpretation, and writing had to be ensured so that the research had credibility and accuracy. To this end, the Associates verified the shaped data and texts so that this writing coincided with their recollections and reflections.

Last, confirmability replaced objectivity. Confirmability ensured that the interpretations and findings of the study were in fact rooted in the data and "that the logic used to assemble the interpretations into structurally coherent and corroborating wholes is both explicit and implicit in the narrative of a case study" (Guba & Lincoln, 1989, p. 243). This was confirmed by the Associates and a critical friend.

The validity of this study was assured because I considered multiple perspectives and realities (Buber, 1970; Greene,1973, 1978) in the data collection, the interpretation and the writing. The ensuing text should have the ring of truth and conviction because it is presented in a straightforward manner without removing the warts or contradictions. Johnson (1989) agrees with this approach and warns against writing with

> an artificial unity that ignores the tensions, gaps, and disharmonies within our lives. One hedge against this tendency to oversimplify, overunify and to falsify one's

> understanding is to seek out multiple texts and interpreters. Multiple narratives make it possible for us to go beyond, and around the text, to research it without accusing it of false consciousness, on the one hand, or succumbing to its rationale on the other. (p. 375)

The multiple texts and interpreters of this study included the Associates and their situations, their reflections, the data (transcripts and field notes), the "shaped data" (transcripts, reflection notes, and tentative conceptualizations), the written text, and me (as the researcher). I also had interactions with my reflections, the data, the "shaped data," and the written text. The written accounts provided me with opportunities to retell the interactions by drawing attention to themes which wound through many conversations and observations. When an Associate responded to tentative conceptualizations, further opportunities to enrich the text emerged and future possibilities for reconstruction surfaced. The shared conversations provided the text which continued to unfold and take shape over time. Responding to written accounts provided momentum to the research process, and conversations continued to flourish within the research relationship.

Investigating the Influences

Determining the effects that the research has had on the participants and on the macro and micro milieus is very difficult. The institutions in which the research has been conducted may welcome or ignore the effects. Because of the collaborative nature of the study, the Associates and I discussed the effects of the study on them as individuals and on their Associate positions. In qualitative research, there are no subjects; as Mead says, "We work with informants in an atmosphere to trust and mutual respect"(cited in Noddings, 1986, p. 507).

The two key participants, Jill and Mona experienced a range of emotions during the conversations and observations. During the first week that I attended her classes and talked with her, Jill mentioned that she was self-conscious because of my presence. However, she soon accepted my presence and readily shared the excitement, difficulties, tensions, and satisfactions of the Associate position over a cup of coffee after class. I felt a part of these classes because I attended many of them and helped with activities. This familiarity benefitted me when I subsequently supervised eight of these practicum students during student teaching.

Likewise, Mona felt uneasy at the beginning of the research but soon felt relaxed in my presence. I attended many of her classes and asked her to reflect on what was happening, how she felt about it, and what she was planning to do next. During Mona's first year, she appreciated our growing relationship as a much-needed "sounding board" for her ideas and concerns.

Jill and Mona both felt that I was someone who would "listen to them" and try to understand and appreciate what they were going through because I was not only a researcher but also a colleague and a friend. I realize that this close relationship may have given us a false sense of what is involved in the position and may present unrealistic expectations for other Associates.

All five of the Associates mentioned that they were pleased to have been part of this study as it was "long overdue" and that they thought it would validate their contributions to teacher education.

Ensuring the Ethics

The safeguards to ensure that the methods and interpretations of the study were ethical included being open and forthcoming in my interactions, guarding confidentiality by using pseudonyms, ensuring consent by presenting a "statement of research interest" (see Appendix C), and receiving approval from the two universities. A naturalistic inquiry predisposes the sharing of power and control, and the dissemination of information. In order to accomplish this, the Associates reviewed the shaped data and the final text and had final authority in the addition, deletion or alteration of data. Caputo's (1987) "ethics of dissemination will keep the conversation moving . . . see to it that the debate is fair, that no one's voice is excluded or demeaned, and that the vested interests of the powerful who usually end up having their way are restrained as much as is possible" (p. 261). This is an "ethics of otherness, an ethics aimed at giving what is other as big a break as possible" (p. 260).

To maintain ethics in relationships and conversations, Connelly and Clandinin (1990) outline seven principles: negotiation of entry and exit, reconstructing meaning versus the judgement of practice, participant as knower, participants as collaborative researchers, openness of purpose, openness of judgment and interpretation, and multiple interpretations of text.

After the individuals had agreed to be participants in the study, the negotiation of entry involves the establishment of a working relationship. Because the researcher works

intensively with the participant over an extended period of time, it is important that there be open discussions to understand the context of the study, the study process, and the outcomes of the study. Equal attention must be given to the negotiation of exit as well as the negotiation of entry, thus avoiding an abrupt severing of the collaborative relationship and the research conversation.

This study has tried to be faithful to the voices of the Associates, as Jocelyn Laurence listened faithfully "to her [mother, the author, Margaret Laurence'] on the page" in her posthumous memoir, *Dance on the Earth* (1989). Like Margaret, the Associates had "the rhythms and idiosyncrasies of phrasing, the choices of language and emphasis [which] are integral not only to the book but to the actual process of writing it" (Laurence, 1989, p. xiv). Traditional expository accounts of research tend to disregard conversation, voices, and context. These accounts have a way of making, in Frake's expression, "smart people look dumb" (cited in Florio-Ruane, 1986, p. 21). When an insider perspective is adopted, it has a way of showing "people display (ing) their smartness in their worlds" (p. 21). This "view from the inside" focusses on the reconstruction of meaning rather than on a judgment of practice. I considered the Associates to be knowers, to have authentic knowledge within their communities. In the research relationship, I did not undermine the trust that the Associates had in me, nor was I committed to predetermined reforms or causes.

We were collaborative within the context of the research and shared the purpose of coming to an understanding of the Associate position. We were responsible to each other, the research, and our respective roles. The Associates were responsible for the interviewing, placing, and supervising of student teachers, teaching practicum and/or methods classes, and following practicum policies. I was responsible to the larger educational community, particularly to the university and the research community.

The collaborative research relationship demands honesty of purpose and the sharing of all documents, tapes, and interpretations. It also demands that the research be written in the most honest and thoughtful manner possible. Connelly and Clandinin (1988) remind us that the criteria of plausibility and persuasiveness are important in assessing the worth of a written account. The teacher in Belenky, Clinchy, Goldberger, and Tarule's (1986) *Women's Ways of Knowing*

> believed she had to trust each student's experience, although as a person or a critic she might not agree with it. To trust means not just to tolerate a variety of

> viewpoints, acting as an impartial referee, assuring equal air time to all. It means to try to connect, to enter into each student's perspective. (p. 227)

She was a "connected" teacher; I tried to be that sort of individual, a connected researcher. The Associates and I are aware that those who read the study may have different interpretations than we have. Readers may critique my work rather than attending to the Associates' point of view which was the original intent of the work.

Finally, there will be multiple interpretations of the text. In naturalistic inquiry there is always "the road not taken" (Robert Frost cited in this sense in Greene, 1988). From an ethical and professional stance, it is important that both the Associates and I focussed on the most telling events, stories, thoughts, and interpretations that most closely represented the Associates' experiences and reflections.

Recognizing the Limitations

Because there are multiple realities for the Associates and me, the researcher, the data will not converge on one "truth" or one "reality." While some generalizations are possible, what is of central importance is "the meaning which each actor bestows upon his action, the meaning his action has for him" (Schutz, 1970, p. xxxv). The Associates and I have brought our own understandings and ways of enacting to our roles and responsibilities. As Kelly (1963) explains, each person contemplates events in his own personal way through constructs, and attempts to predict and control the events in light of these constructs.

It is important to recognize the reflexive nature of the relationships between the Associates and me because we are part of the same professional-social world. We have language, activities, readings, and experiences in common and recognize that we rely upon the "fidelity" (Noddings, 1984, 1986) of our common understandings. We have worked together at the University of Alberta or the University of Calgary and have been members of some of the same committees and specialist council executives. The Associates considered these shared commonalities to be advantageous in building rapport and sharing information and understandings. In fact, differences in perception were regarded as opportunities to clarify ideas and consider alternative viewpoints and additional information. The Associates accepted my notes, memories, and interpretations as accurate and representative of what had transpired. Our commonalities and interpersonal harmony facilitated this study.

Interpretive reflective research cannot be replicated in a quantitative sense. Much depends upon the background, skill, sensitivity, consistency, and thoroughness of the researcher. My assumptions, strengths, and weaknesses were integral to the study. Some data gathering depended upon fortuitously being in the right place at the right time. Cross-checking perceptions minimized potential difficulties. Writing reflective journal entries, letters, and field notes on a continual basis and collaborating with the Associates facilitated the interpretation, re-checking, and re-confirmation of much of the data.

The findings of this qualitative research study are not generalizable. Rather, they are transferable (Lincoln & Guba, 1985) as models for others (Heilbrun, 1988). Through their stories, perspectives, and reflections, the Associates' experiences can then serve as models for others in similar or related positions.

In my attempts to understand the Associate position and Associates, my writing, reflecting, and rewriting may have flattened, simplified, and even polarized the lifeworlds of the Associates. Close relationships exist between questioning and understanding and between revealing and hiding. This recognition of the complexity of the relationships gives the hermeneutic experience its true dimension (Gadamer, 1977). By tracing their transformation, the text has revealed many aspects of Associates' lives. Yet what may be essential to this transformation may still remain hidden.

And, so, the questioning continues. Living with this research has compelled me to renew my commitment to being a teacher educator. By stepping out of shadows, I hope to give more definition and substance to teacher education and to those who serve as teacher educators.

CHAPTER II

ORIENTATIONS

In order to find theoretical and methodological approaches which would be useful and meaningful in light of the purpose of my research, I reviewed relevant literature and reflected on the Associates' and my experiences. The broad topics in the literature included teacher education (Cooper, 1990, Goodlad, 1984, 1990b, 1991; Guyton & McIntyre, 1990; Horowitz, 1974; Husen & Postlethwaite, 1990; Lanier & Little, 1986; Lieberman & Miller, 1990; Liston & Zeichner, 1991; Shulman, 1986, 1993), teaching and learning and theory and practice (Bruner, 1986, 1990; Dewey, 1938, 1969, 1981; Eisner, 1979, 1984, 1991; Freire, 1990; Pinar, 1988; Ross, Cornett & McCutcheon, 1992; Schön, 1987; Wilson, 1990; Wisniewski & Ducharme, 1989; Zeichner, 1983, 1993), knowledge theory (Craig, 1992; Habermas, 1983; Langer, 1951; Polanyi, 1962; Seidman, 1989; Trimbur, 1989; Vygotsky, 1962), staff development (Floden & Clark, 1987; Guskey, 1990), career stages (Steffy, 1989), and studies dealing with seconded university positions and the practicum (Bird, 1982; Dickie, 1983; Hagedorn, 1984; Miklos & Greene; Skau & McNeill, 1991; Skau & Johnson, 1990; Tardif, 1985; Tickle, 1987, 1989). I considered a range of philosophical and methodological orientations and studies including hermeneutics (Caputo, 1987; Gadamer, 1977; Ricoeur, 1981), phenomenology (Bergum, 1986; Craig, 1984; Merleau-Ponty, 1962; Schutz, 1970, Turner, 1985; van Manen, 1990a), ethnography (Spradley, 1979, 1980), and collaborative action research (Carr & Kemmis, 1986; Carson, 1990; Gibson, 1985; Kemmis & McTaggart, 1982; Oja & Smulyan, 1989).

In this chapter, I present the orientations, context, and broad interpretations of the research, specifically the dialectic of the research perspective, the introduction of the interpretive reflective research framework, the context of the research, related studies, the definition of various communities, and an overview of the findings.

Defining the Research Perspective

The interpretations of this research have become broader than the unique meaning of individual Associates' lives; yet it is through the experience of individual Associates that I have been able to understand the broader issues in teacher education. Because I value their experiences and knowledge, this study presents the perspectives of Jill, Mona, Hannah, Dorian, and Byron as they moved along the phases of the Associate position.

Dewey (1969) believes educators can be "adequately moved by their own ideas and intelligence" (p.16). This insider perspective counters the effects of research reported from an outsider perspective. While theoretical perspectives generalize behaviors across populations and abstract their meanings from context, research from an Associate's perspective focusses on their own meaning with regard to their everyday experiences.

Adopting the perspective of an Associate connects my work with that of Aoki (1985, 1990) and Schwab (1969, 1977). Aoki encourages us to dwell within the lived worlds of individuals in order to understand what they are saying and what they are doing. Schwab maintains that researchers need to work with teachers in schools and acquire knowledge of them, thus leading the way for research on personal practical knowledge and reflective practice. Similarly, to acquire knowledge of the Associates, I worked with them within their various university, school, and professional association contexts. Within these environments, I found that the Associates were reflective practicioners, that their practice was an art, and that their curriculum was necessarily eclectic and context based.

Connecting Theory and Practice: Dialectic Research

Dewey (1934) was critical of the widely accepted dichotomies between theory and practice and between the personal (associated with the private and subjective) and the objective. He expressed his dissatisfaction in the following:

> If we suppose the traditions of philosophic discussion [were] wiped out and philosophy starting afresh from the most active tendencies of today--those striving in social life, in science, in literature, and in art--one can hardly imagine any philosophic view springing up and gaining credence, which did not give large place, in its scheme of things, to the practical and the personal, and to them without employing disparaging terms, such as phenomenal, merely subjective, and so on. Why, putting it mildly, should what gives tragedy, comedy, and poignancy to life, be excluded from things? (Dewey cited in Johnson, 1989, p. 263)

Dewey (1938) proposed a "fundamental unity" between experience and education and viewed education as "development within, for, and by experience" (p. 28). He emphasized the practical connection between experiences, with past knowledge informing present experience and influencing present knowledge. Dewey's conceptualization of experience also extended to the future, with present knowledge informing the individual's knowing in

future experiences. Within this continuum of experience lies the pivotal notion of the individual shaping and being shaped by experience. In Dewey's words (1916), "we do something to the thing [the experience] and then it does something to us in return" (p. 139). We need both theory-laden practice and practice-laden theory in order to capitalize on both thinking and doing and to recognize individuals as they undertake their theory-laden practice and practice-laden theory.

Recognizing that theory and practice are inseparable, I wanted this study to be dialectic in nature. Connelly and Clandinin (1988) described the dialectic theory-practice relationship as "a reflexive relationship . . . established in which research becomes part of the situation, thereby reflexively altering its character as the inquiry proceeds" (p. 95). The qualitative methodologies in this study resonated with a dialectic view of theory and practice, and the mutual relationships which I established with the Associates supported this view.

As the Associates moved through the phases of the position, they experienced tensions between knowing and being, thought and action, theory and practice, knowledge and experience, the technical and the existential, and the objective and the subjective. These concepts were not necessarily dichotomies; they were also dialogic and complemented one another. As Britzman (1991) suggested, dialogic relations are "produced because of social interaction, subject to negotiation, consent, and circumstance, inscribed with power and desire, and always in the process of becoming. . . . These dialogic relations determine the very texture of teaching and the possibilities it opens" (1991, p. 3). As the research unfolded, the Associates and I shared meaning-making within a collaborative framework.

Valuing Personal Knowledge

As teachers and teacher educators, the Associates relied heavily upon their experiential knowledge in making pedagogical and administrative decisions. Whether that experiential knowledge is called "connected knowing" (Belenky et al., 1986), "personal practical knowledge" (Connelly & Clandinin, 1988), "narrative knowing" (Bruner, 1986), "the primacy of experience" (Eisner, 1991) or "personal knowledge" (Polanyi, 1962), it is important to acknowledge the centrality of such knowing. The core of Polanyi's (1962) philosophy was that knowing is personal and tacit. He repudiates the objectivist ideal that seems to eliminate any subjective personal participation in the search for truth:

> The declared aim of modern science is to establish a strictly detached, objective knowledge. . . . But suppose that tacit thought forms an indispensable part of all knowledge, then the idea of eliminating all personal elements of knowledge would, in effect, aim at the destruction of all knowledge. The ideal of exact science would turn out to be fundamentally misleading and possibly a source of devastating fallacies. (cited in Brimfield et al., 1983, p. 12)

This understanding reifies the subjectivity of perception, language, and thought, and acknowledges that knowing is inherently and widely dispersed within systems and jointly constructed by participants within an activity or event. Because this research study was dialogic and dialectic in nature, conversations (with informal talks, unstructured interviews, letters and journals) and participant observation sessions (with sharing-reflection-discussion afterwards) were used as the research methods. Conversations and participant observations connect theory and practice; theory and practice in turn influence and shape one another.

Dewey (1934) suggested that society exists not only by transmission and by communication, but also *in* transmission and *in* communication. Therefore, we are embedded within a social context which already exists, and author our own understandings, or rather "author" our own lives (Bateson, 1989; Heilbrun, 1988; Holly, 1989) within our horizons of knowledge (Greene, 1978). Like Naomi, the displaced Japanese-Canadian girl in the novel, *Obasan* (Kogawa, 1981), we create our own spaces and stories within the uncertain horizons of our situations.

Recognizing Professional Knowledge

A professional knowledge context can be constituted for an individual, a particular or broad group, a specific school or university culture, or for an educational system. Additionally, there are informal connections between individuals and affiliations such as the ATA, specialty councils, or conferences where particular groups gather.

Associates and their multiple contexts are linked in the construction of professional knowledge. Bruner (1990) suggests that individuals construct meaning for their experiences within contexts. The meanings which the Associates have with regard to their roles, responsibilities and practices emerge as their knowledge grows from experience (Johnson, 1989). How the Associates come to know the complexities of their professional knowledge contexts can be illustrated within Dewey's (1934) past-present-

future continuum of experience. Professional knowledge is learned through the daily experience of living and working in relation to other people in the educational context. Educators usually share these understandings of the institutional context and practices, and the cultural context and myths (Calderhead, 1989). They pass this professional knowledge on to those who are beginning in education. Dewey (1934) agreed that novices need to be around those who have experience and a practiced eye.

> [Cultural] transmission occurs by means of communication of habits of doing, thinking, and feeling from the older to the younger. Without these communications of ideals, hopes, expectations, standards, and opinions from those members of society who are passing out of the group to those who are coming into it, social life could not exist. (p. 3)

The Associates brought their conceptualizations of professional knowledge to the university community and helped to introduce student teachers to the larger educational community as well as to the more immediate school context.

Dewey (1934) viewed communication as being central to the transmission of this professional knowledge. He noted that only through communication did such knowledge become "a common possession" (p. 9). He also acknowledged the "unconscious influence of the environment which he saw as being so influential that it could affect every fibre of character and mind" (p. 17). With these conscious and unconscious influences, individuals and the culture are modified by experience, by shaping, and by being shaped by context.

Individuals learn within "a community or by means of a social medium" (Greene, 1986, p.3). Beginning Associates enter the university community as individual teachers but somewhere in the initiation phase, they become part of a group of Associates. They begin their tenure at the university in relation to the other Associates. During the first few weeks, they begin to learn that there are many unwritten standards and expectations. MacIntyre (1984) says that entering a new situation or practice

> involves standards of excellence and obedience to rules. To enter a practice is to accept the authority of those standards. . . . Practices of course, have as I have just noticed, a history. . . . Thus, the standards are not themselves immune from criticism, but nonetheless we cannot be initiated into a practice without accepting the authority of the best standards realized so far. (p. 193)

MacIntyre (1984) believes that every practice requires a "certain kind of relationship between those who participate in it" (p. 191).

When they became Associates, they placed themselves socially and historically in relation to all other Associates. Feiman-Nemser and Floden (1986) refer to "the cultures of teaching," emphasizing the plurality of the term cultures. To claim that a common culture of teaching exists is untenable to Feiman-Nemser and Floden and Cochran-Smith and Lytle (1990). How beginning Associates connect their understanding of "others" with their knowledge of themselves appears to be relevant to this study. The Associates shaped and, in turn, were shaped by their professional knowledge of the educational community.

Proposing Interpretive Reflective Research

Research enables us to come to understandings of individual examinations of reality, to see individuals and situations in traditional and new ways, to reflect upon what has been experienced, and to interpret this new knowledge (Eisner, 1979). As Prather (1970) says, "In order to see I have to be willing to be seen. If a man takes off his sunglassses, I can hear him better" (unnumbered). We have to be willing to "see" within ourselves and reflect upon our beliefs and assumptions in order to "hear" what emerges. The Associates and I tried to see and hear openly and precisely and to come to understandings of our realities.

Wanting to understand these realities has implications for research orientations and designs. In *Knowledge and Human Interest* , Habermas (1971) identifies three ways of examining reality: the empirical analytic, the historical interpretive and the critical reflective. A brief overview of these orientations helps to ground my research orientations.

Empirical analytic research can also be referred to as the "traditional scientific research method." This technical conceptualization suggests that thinking and doing--theory and practice--are two separate activities. Thus, theorizing becomes the activity of the intellectual, the academic, the researcher, or someone in authority; and applying the theories to particular problems or situations becomes the activity of the practitioner. This separation of theory and practice supports the belief of an objective science which does not interfere in the world. Empirical analytic researchers seek law-like knowledge, explanatory powers, cause and effect predictions and functional statements. Underlying this orientation is a technical interest in efficiency, certainty, generalizability, predictability, and an intellectual and technical control of the world. The empirical analytical sciences regard knowledge as valuable in that it can increase human domination

over natural and social reality. These sciences often determine what is considered to be real and what can be detected, measured, or manipulated in controlled experiments. In educational research, the empirical analytic research orientation typically involves the students with appropriate pre-tests and post-tests, followed by statistical analysis to determine whether a significant difference exists between the control group and the manipulated group. This orientation is useful in certain situations. However, because of its separation of the knower from the known and the emotional from the intellectual, and the rigidity and narrowness of scope, this orientation is limited for educational research.

The historical interpretive research orientation attempts to uncover the structures of interpretive meanings. Hermeneutic in nature, this orientation's basic activity is communication, helping individuals to relate to their inherited social world. The individuals' relationships to their world are conceptualized in structures which unite theory and practice. Individuals actively contribute to and structure their own meaning and experience. This orientation proposes the concept of a lifeworld which assumes an intentioned existence, one in which individuals are actively integrating and structuring meaning to their own existences. Theory and practice are not considered to be separate activities; rather, theorizing is the source of knowing which encompasses and intertwines both thought and action. Historical interpretive research seeks insights into human experiences as they are lived. Researchers attempt to clarify, authenticate and bring to awareness the meaning structures of the social cultural process (Aoki, 1985) and search for the deep structures of meaning which are embedded in the situation. This research attempted to disclose the perceptions of Associates as to whether their role was meaningful, relevant, and appropriate. Therefore, the meaning which the Associates brought to the immediate situation, as well as to the larger educational context, had to be uncovered and considered. While this historical interpretive orientation appeared to have much promise, two things were problematic. First, while this orientation sought insights as the Associates experienced them, it did not encourage the exploration of meaning over time. The historical interpretive is situated in a particular context within a particular time frame. Habermas (1971) refers to this way of knowing as the "historical-hermeneutic" and acknowledges "that hermeneutic knowledge is always mediated through this pre-understanding which is derived from the interpreter's initial situation" (p. 63). Second, this orientation did not take the researcher's perspective and presence into consideration in a forthright and integral manner. To enter a situation value-free was nearly impossible because past experiences, values and personal ideas do direct thinking. Therefore I, as the researcher, needed an

orientation that came into contact with the self dialectically and uncovered hidden assumptions and intentions.

In the critical reflective research orientation, the research uncovers and makes explicit the tacit and hidden assumptions and the intentions held by the participants. The research discloses that which is brought to the situation including the participants' world-view, interests, assumptions, ideologies, and personal philosophies. By coming into contact with the self dialectically, the researcher discloses the perspective through which the situation will be observed. Critical reflection leads to an understanding of what is beyond ordinary routinized behavior. It searches out tensions which are examined critically to determine what effects they have on the participants. This orientation appeared to retain the best of the historical interpretive research orientation because it sought to disclose the fundamental views, interests, ideologies, perspectives, and value stances which undergird the thinking and acting of the Associates. However, for the purposes of this study, the critical reflective orientation did not focus enough on the Associates' experiences at a given point in time. So that I could examine what the Associates experienced, I had to understand where they were within the permeable walls (Kelly, 1955, 1963) of their secondment journey.

While the traditional empirical analytic research orientation is like a "paint-by-numbers" (in which the painter is restricted by rigidly legalistic lines and is expected to fill in only between those lines), the critical reflective research orientation is open and free (and the painter/researcher considers the canvas/life as a whole). By using different perspectives and broader brushstrokes I hoped to make problematic what was taken-for-granted in order to get beyond what was immediately visible or accepted. Reflecting on the Associates' and my own "seeing intensified and changed the very seeing itself" (Werner, 1984) and allowed us to search for our own meanings. In *The Power of Myth*, Campbell (1988) alludes to this search:

> People say that what we're seeking is a meaning for life. I don't think that's what we're really seeking. I think that what we're seeking is an experience of being alive so that our life experiences on the purely physical plane will have resonances within our own innermost being and reality, so that we actually feel the rapture of being alive. That's what it's all finally about, and that's what these clues help us to find within ourselves. (p. 5)

So that we could have "resonances within our innermost being and reality," we had to examine our assumptions and approaches. Thus, the research process itself became self-reflective, thereby disclosing and allowing for dialectic encounters.

By combining the historical interpretive and the critical reflective orientations, I achieved breadth and focus by developing and adopting an *interpretive reflective* research orientation. This orientation allowed a longitudinal breadth of study while focussing on the particular views of the Associates, the specific events in their lifeworlds, and the parameters of the Associate position.

Situating the Research

In this interpretative reflective orientation, the research is situated within certain considerations. Schwab (1969, 1973) outlines these considerations as the "commonplaces" of education: the teachers, students, subject matter, and milieu. He claims that the interactions among teacher, students, subject matter, and milieu help us to understand any educational situation. In this research, the Associates (who functioned as teachers), and the communities (which were the milieu) were the foci. There were multiple milieus, the micro communities of both the university community and each school community and the macro contexts of the university, school, professional association and greater educational communities. Schwab (1973) informs us that "the relevant milieus are manifold, nesting one within another like Chinese boxes" (p. 503). When the notion of the Associates' professional knowledge context is considered, the complex connections between the individual and the nested nature of milieus must also be considered (Elbaz, 1987; Schwab, 1973). To this end, the Practicum unit is part of the Faculty of Education which is part of the university which is part of the larger educational community. Schön (1983) explains that

> Wherever professionals operate within the context of an established bureaucracy, they are embedded in an organizational knowledge structure and a related network of institutional systems of control, authority, information, maintenance, and . . . are tied to prevailing images of technical expertise.
> (p. 336)

It was important to unpack the Chinese boxes and uncover the Associate position. For this uncovering, it had to be understood that certain preconditions existed. The participants

were not randomly selected; they were seconded into the Associate positions responsible for secondary English language arts practica at their respective universities. Before being seconded, they were actively teaching in a school setting and were involved in graduate work at their respective universities; therefore, they were well known to both the university and school communities.

An interpretive reflective approach presupposed that I was a participant in the study thus influencing the individual and collaborative conduct of all the participants (Lieberman, 1986). This conduct was determined by each of our particular beliefs, stories, concerns, questions, differences and similarities which allowed for productive conversation and observation to take place. As Brimfield et al. (1983) explain, "My experiences in the [Persons as Researchers] course prompted me to reflect on myself as a person, teacher, and researcher--three integral aspects of a dynamic whole" (p.16).

The Associates and I are influenced by who we are as persons, teachers, and researchers and by our "beliefs, models, images and metaphors" (Eisner, 1984, p. 12). These tacit beliefs were brought to the surface and submitted to investigation in order to understand our views and perspectives. Janesick (1977) defines a perspective as "a combination of beliefs and behaviours which characterize an individual's definition of a social world" (p. 57). Tardif (1988) states that "our understanding of the practice of teaching arises from the beliefs and attitudes toward education and teaching that each of us holds" (p. 39). These beliefs and attitudes were determined by the Associates' and my personal characteristics and educational and professional experiences. Family, school, university, teaching, community, organization memberships, interests, and hobbies all influenced these perspectives and understandings.

Regarding Related Studies

The concept of the Associate position is not widely known. However, the positions that do exist have been examined in a couple of studies. At the University of Alberta, Bird (1982) in his dissertation, *A Practicum Associate: An Ethnographic Account* , followed a male elementary Practicum Associate from his selection and appointment to the end of his first term on campus, August until December,1980, during the fourth year of the provincial Associate program. Bird suggested a number of hypotheses and considered the role of the Practicum Associate in four categories: administrator, university teacher, ambassador, and imparter of knowledge.

To find out what the University of Calgary faculty knew about the Practicum and the Associates, Dueck (1980a, 1980b) conducted an extensive survey that included responses from faculty, cooperating teachers, and student teachers. One-third of the respondents did not know enough about the Associates and their roles and responsibilities to be able to comment. Furthermore, some faculty were discontented that Associates appeared to foster closer ties with student teachers and had been nominated for prestigious teaching awards when they had only been at the university for a relatively short time.

Adams and Evans (1990) reviewed the past, present, and possible future of the practicum at the University of Calgary by studying survey information, examining background documents, and interviewing key informants. The key informants included two former Directors of practicum, the Department Head of Curriculum and Instruction, a tenured professor, a sessional instructor, and the researchers themselves as they had served as sessional instructors in the past. The roles, responsibilities, impact and value of the Associate position became part of the study. Associates were found to be important in organizing and evaluating the practicum, instructing methods courses, and assisting cooperating teachers and student teachers. There was less agreement among the key informants on the perceived importance of the Associates with regard to designing and presenting workshops, conducting research, and working with other faculty members. It was agreed that the incoming Associates generally brought new ideas and experiences from the schools to the university while the outgoing Associates took new concepts and understandings from the university back out into the field. While most faculty members indicated that Associates provided a continual infusion of fresh ideas and personalities from the field, there was also some concern that the consistency, stability, continuity, commitment and long-range planning of the practicum suffered because of the temporary nature of secondments. Concern was also expressed about the criteria for the selection of Associates and about the salary which they earned. Associates have usually completed master's degrees, have many years of experience, and are generally near the top of the pay scale with their respective school boards. Because they are seconded at their current pay including any administrative allowances, they often earn more than $55,000.00 per year. Paradoxically, few junior tenured university professors earn this amount. In light of this salary discrepancy, the question of the "value" of the Associates, figuratively and literally, "becomes a budget as well as a pedagogical item for discussion" (Adams & Evans, 1990, p. 20).

The concept of "Associate" is not well known outside of Alberta. However, other institutions have adopted the idea of secondment, or at least partial secondment, in an effort

to improve their teacher education programs. For example, in British Columbia, teachers are seconded from school districts to the University of British Columbia and Simon Fraser University. In 1992-93, at the University of British Columbia, as many as 20 full-time-equivalent teachers were involved in teaching curriculum and instruction courses and supervising student teachers in the lower mainland area. Most teachers were seconded at 50% to 80% of their fulltime salary (Ungerleiter, C. personal communication, May 11 & May 28, 1993).

At Simon Fraser University, the seconded teachers who were called Faculty Associates devoted all their attention to assisting student teachers and were required to live in the school districts in which the student teachers were assigned. According to Keliipio et al. (1990), the Associates' ideas tended to be congruent with university norms partly because they had been involved in a a four week orientation, the Professional Development Program. Croll's study showed that this orientation was highly effective in socializing beginning Faculty Associates (cited in Keliipio et al., 1990). Furthermore, at Simon Fraser University, Faculty Associates have sometimes worked on research projects. Keliipio (1990) and five other Faculty Associates worked with two faculty members on an action research project examining critical incidents in the supervision of student teachers. Initially, the Faculty Associates thought that the research would be an added burden on top of an already heavy work load. They were also concerned that the faculty members would take the credit for the study and publish the results in their own names. However, as they worked together, the Faculty Associates saw the value of the collaboration, and the research became a way to reflect on their own practice. They saw that "just as a collaborative culture works best for student teachers, it is an essential element in this type of research" (p. 14). They discovered that most of the critical incidents identified by the participants in the study occurred as the result of the tension between the university and the school cultures and of their respective expectations.

At the University of Alberta, Borys, Taylor and Larocque (1991) presented an alternative model of practicum in which they questioned accepted assumptions and present processes. Teacher education, especially field experiences, was often based on "beliefs, historical tradition and intuition" (Yarger & Smith cited in Borys et al, p. 2) rather than on research evidence. If field-based experiences are to contribute to the goal of developing a thoughtful and reflective practitioner, then research should more systematically investigate that which occurs during student teaching and what it means to learn how to teach. They felt that this research should focus on a myriad of aspects including personnel and their role

Such research should include examinations of the nature of the Associate position and their unique "dwelling" positions within the larger educational community which includes the school, university and professional association communities.

Understanding Communities

Communities are groups of individuals who dwell together in common meaning. This meaning is negotiated through conversations which shape and are shaped within community and among various communities. *Commune* , the root of community is also the root of conversation, which means to dwell together. "The story of my life is always embedded in the story of those communities from which I derive my identity," confirms MacIntyre (1984, p. 221). Dwelling within and among the university, school, and professional association communities, the Associates carried out the responsibilities of their position and established their identities. In this study I have used the concept of community to discuss the various individuals and contexts which are pertinent to the Associates. The educational community is an all inclusive context which includes the university, school, and professional association communities. The university community refers to the individuals and milieux of the university. The school community encompasses the staff, students,and milieus of the schools. The professional association community refers primarily to the ATA and its attendant personnel and milieux, but also includes other professional organizations such as the International Reading Association (IRA), the Canadian Council of Teachers of English/Language Arts (CCTELA), and the National Council of Teachers of English (NCTE).

The Associates negotiated meaning for their experiences within the contexts in which they worked. The text of this study is the Associate experience, made known in conversations and re-presented in themes within phases. The texts emerged out of collaborative conversations (Hollingsworth, 1992) which enabled the Associates' thinking to be made visible. The themes woven from the conversations, interviews, and participant observations illustrate how fresh knowledge emerges in community and how "horizons of knowing" (Greene, 1988) are renegotiated.

The Associates dwelled within their communities, understood them, and interpreted them within *interpretive communities* which are an extension of and exist within the other communities. Interpretive communities are groups of people who share interpretive strategies and "produce meaning," according to Fish (1980). These shared strategies have been learned, and members of the same interpretive communities agree on

their interpretation of text because they agree with the goals and purposes of their communities. Particular interpretive communities decide what is noticeable in a particular text, and the authority of the text resides in the meaning which the community ascribes to it.

In this manner, the Associates and I shared the text of our conversations and interactions, and this sharing had a shaping effect on the meaning we made of subsequent text. Fish (1980) believes that individuals belong to multiple interpretive communities and share different texts with different interpretive communities. Gestures and tacit understandings convey the shared memberships of a particular community. There appears to be a dialectical relationship between the subjective and the objective and between the personal and the public in interpretive communities. The idea of multiple interpretive communities informs this research with regard to how Associates construct and reconstruct their perceptions, knowledge, and understandings in light of their experiences.

Introducing Shadows and Phases

The metaphors that we use are indicative of our unspoken and deeply hidden assumptions about matters of importance to us. Metaphors are "bridges between objective and subjective meaning," according to Lakoff and Johnson (1980). In this study, the "shadow" metaphor is ontological in nature, the type of metaphor which is so natural in our thought that it is often overlooked (Bullough,1991; Kleibard,1982).

The shadow metaphor permeates the meanings and interpretations of the context, the data, and individuals involved not only within the context of this study but in daily expression. For example, the metaphors used to describe the university non-tenured positions are revealing. These positions are referred to as adjunct, temporary, seconded--more like shadows--and their influence and decision-making power is, correspondingly, often ephemeral.

The notion of phases to describe the Associate journey corresponds to the shadow metaphor. Phases are recurring appearances or states of the moon or planets with respect to the quantity of illumination. They are particular states, at given instants, of continuously varying and periodic phenomena (the *phases* of the tide or moon). As such, they can illustrate the varying degrees of influence, confidence and competence that Associates experience during their journeys. Just as shadows take shape from what already exists, dwell for a time on the edge of existence, and fade to reappear again, this metaphor provides substance to the peripheral and transitory nature of the Associate position.

The Associates reflected on the breadth and parameters of their positions, on the "shadows" they had created and cast, and how they felt these shadows had been regarded. In the process, they moved through nine phases of experience: anticipating, commencing, establishing, enacting, re-viewing, renewing, re-aligning, re-entering, and retrospecting. Established knowers from the school community, the Associates often found themselves to be regarded as emerging learners in the university community. This and other revelations often meant that the initial phase, Anticipating, was fraught with idealism and politics. Commencing, the second phase, dealt with that period of time when the seconded teachers assumed their Associate positions and became teacher educators within the university community. In the third phase, Establishing, the Associates tried to reconcile their expectations with the realities of their roles, and built and maintained bridges among the communities. In the fourth phase, Enacting, the Associates carried out their roles and responsibilities, taught courses, made placements, provided workshops, and dealt with difficulties and dissatisfactions.

At the end of their first year of secondment, the Associates entered the fifth phase, Re-Viewing. At this time, they reflected on their authenticity and influence, developed their own images of the Associate position and the practicum, and prepared to make changes for their second year. In the sixth phase, Renewing, the Associates moved beyond the shadows and found that they were becoming accepted as established knowers within the university community. However, this time of relative "equilibrium" was short-lived as the reality of re-entering the school community became the focus. During the seventh phase, Re-Aligning, the Associates revisited many of the same discontinuities that they had experienced at the beginning of their secondments. In the eighth phase, Re-Entering, the Associates assumed new challenges within the school community.

After the Associates completed their secondments at the university and returned to the school community, they reflected on their perceptions of the uniqueness, realities and possibilities of the Associate position within the ninth stage, Retrospecting. They retrospected on their roles, responsibilities and experiences and considered how the Associate position had affected them personally and professionally.

CHAPTER III

THE PHASES AND THEMES OF THE ASSOCIATE JOURNEY

This study explored the transformation of seconded teachers into University Practicum Associates and how this transformation manifested itself in nine phases. The seconded teachers came to this position with differing expectations and desires based on their personal histories and information passed on from former and current Associates and university colleagues and supervisors. I gained understandings of the Associates and the Associate position from historical accounts, position descriptions, participant observations, and the stories of five present and former Associates.

Educational systems have often valued predictability and compliance, purchased at the price of spontaneity; thus there have been few positions in the educational community which have had the appeal of the Associate position. This position has been valued as flexible, creative, inspirational, and dynamic in nature. The university, school, and professional communities have a vested interest in assuring that the Associates' tenure at the university is positive and productive, and that the integrity and flexibility of the position is maintained.

During their two year secondments, the Associates moved through specific orientations at specific times; these orientations could be referred to as "phases." Although the actual number of phases remains open for discussion, the existence of such "phases" can be supported by reviewing the data and reflecting on my own experiences. While the phases are identifiable, they are also malleable and recursive, as are the individuals who move through the phases. As Steffy (1989) maintains, "the same teacher is *not* the same teacher is *not* the same teacher" (p. xi). The Associates' internal orientations were also identifiable and fragile, permeable, and renewable. Over time, the Associates changed within the phases as they moved along the "spiral."

The Associate position phases were based on the assumption that individuals self-actualize (Maslow, 1954) and became confident contributing adults through the work environment. Perhaps these phases parallel those that individuals move through during their total careers. With the inception of a new or redefined position, individuals probably move into a new spiral. Certainly, parallels can be established with other term-certain appointments such as consultants who become responsible for specific projects or programs within a particular department at the school, district, or provincial Alberta Education level. In this study, the Associate position phases were based on the particular

conditions of secondment and on the expectations of the university, school, and professional communities as well as on the individual Associate's life stages.

Because the Associate position is a two-year secondment within a much longer career span, the nine "phases" (see Figure 1) were unnaturally compressed and hurried at times. Although all five of the participants in the study experienced each of the nine phases to lesser or greater degrees, I have known individual Associates who did not experience each of the phases.

The first phase, Anticipating, dealt with seeking and awaiting the Associate position. The second phase, Commencing, dealt with the beginnings of the Associate position. The third, Establishing, occurred as the Associate gained credibility within the university community. Enacting, the fourth phase, dealt with the organization and mechanics of the responsibilities of the job. All five of the Associates in the study moved through the next two phases, Reviewing, the fifth phase, when they reflected on their first year of secondment, and in Renewing, the sixth phase, they made subsequent adjustments in light of their reflections. However, experience tells me that not all Associates move through the fifth and sixth phases. A few that come to mind have taken advantage of the flexibility and independence of the position by pursuing their own interests rather than spending time reflecting and working on practicum matters. Even some of those who moved through the fifth phase,
Re-Viewing, and considered their situations, then chose not to make adjustments in the sixth phase, Renewing.

During Re-Aligning, the seventh phase, the Associates began to disengage from the university and shift their allegiances back to the school community. The Associates assumed new challenges during the eighth phase, Re-Entering, while attempting to maintain some connections with the university community. In the ninth phase, Retrospecting, the Associates reflected on their secondments, the particular choices they had made, and the subsequent opportunities that had emerged or been thwarted as a result of those choices at that particular time in their careers.

Phase One: Anticipating

Teachers often seek new positions when they have been reviewing their career options, thinking about leaving their present positions, and searching for other ways in which to use their experience, ideas, and expertise. Some of those who do not find

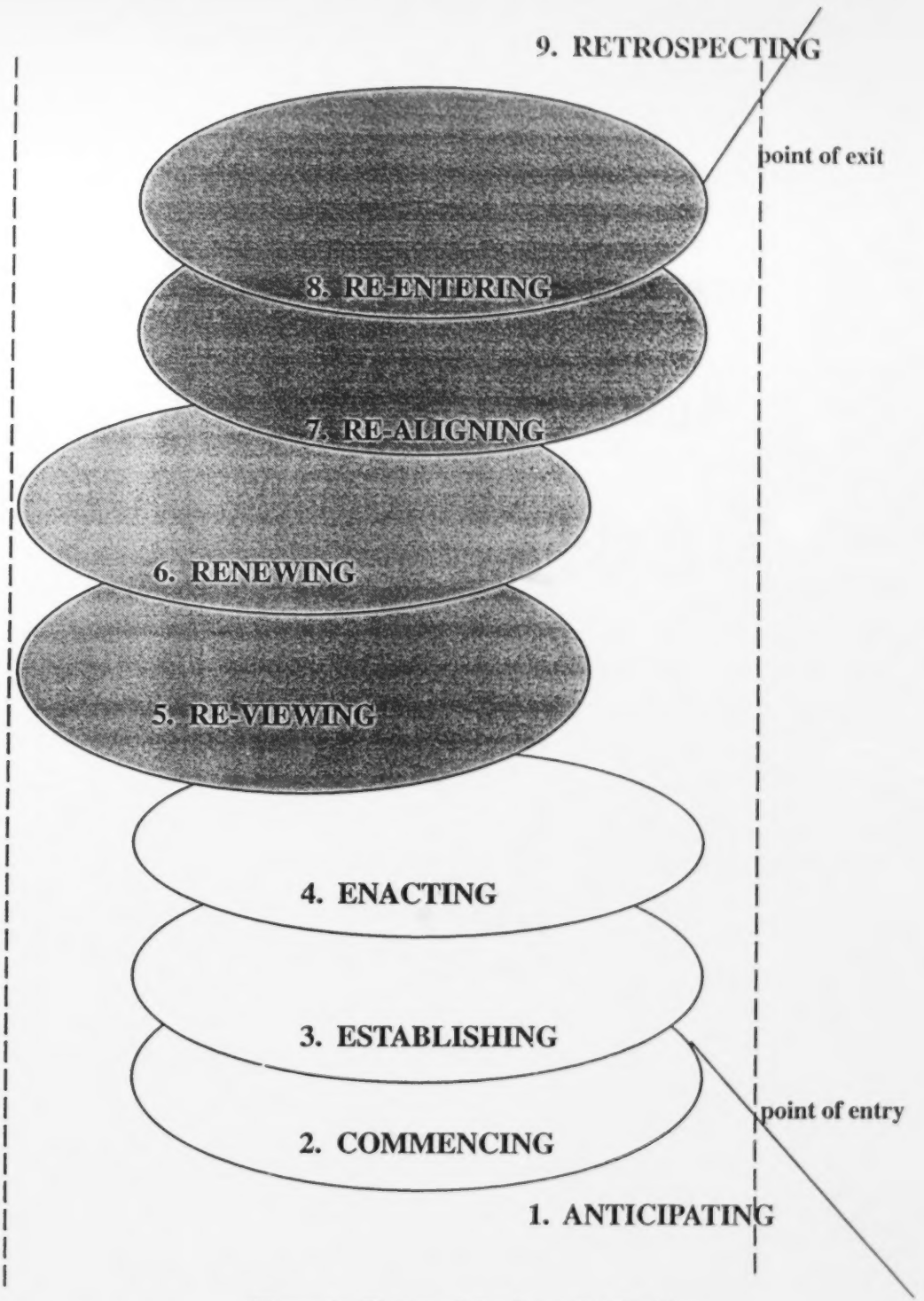

Figure 1: Phases of the Associate Position

opportunities for renewal withdraw within their school community, become increasingly disillusioned, uninvolved and bitter, and finally look for a way out of teaching. Some move into renewal within their existing structures and communities. Ready to welcome new challenges, they renew themselves by taking on new assignments, activities and/or responsibilities. Others renew themselves by changing schools and assignments. Still others take on new challenges; they enroll in a graduate program or apply for a new job such as the Associate position working with the practicum at the university. Those who have been successful in becoming Associates consider the position to be a part of their career development. They anticipate, foretaste and foresee what the Associate position will be like for them in the initial phase, Anticipating. They learn a great deal about themselves and their possibilities during this time of change.

Seeking the Position

The Associate position has been eagerly sought after by teachers from all grade levels, subject specialities, program configurations, position responsibilities, and school jurisdictions. As with other positions in education, applicants are motivated by having the opportunity to realize a certain degree of achievement, recognition, and visibility. They apply for the position for many of the same reasons that they initially became teachers. Certain sociological, personal, and individual characteristics have unified the teaching population and set teachers apart from other professionals. Lortie (1975) states that individuals are attracted to teaching as a profession because it offers opportunities to be involved in a "valuable service of special moral worth" (p. 28), to work with children and adolescents, to continue positive experiences with teaching and learning, and to have relatively large blocks of free time. Furthermore, when compared to their origins, teachers' socio-economic standings have usually improved, and many teachers earn a reasonable living and have a relatively high degree of security and prestige.

The participants in this study regarded the Associate position as particularly attractive for the above reasons and for some additional reasons. They felt that the position was an opportunity to be involved with university life for a certain period of time, teach some university courses, and work with certain individuals whom they respected. Dorian wanted to work with his mentor, Merron Chorny, at the University of Calgary, and Byron wanted to work with John Oster and Marg Iveson at the University of Alberta.

Byron commented, "I've never met anyone who didn't just love it [the Associate position]; you can experience it but you don't have to go backwards in salary or start over

again" (April, 1992). Most applicants came to the position with a sense of themselves and a clear understanding of what pedagogy and learning meant to them. Jill came with the *belief that good teachers combine* pedagogy with content, intuition and practice:

> You have to realize what you're there for and who you're there for . . . you're there for kids in the long run--not the students you teach at the university--you're there for the kids they teach in schools. . . .Education for me is an *enterprise of hope* [italics added] and by working within this field you have an opportunity to influence that in some way. (April, 1992)

Throughout their teaching careers, the five Associates had all worked extensively with student teachers in their classrooms as cooperating teachers. Furthermore, as faculty consultants, Hannah, Dorian and Mona had supervised student teachers for the University of Calgary, and Byron and Jill had supervised student teachers for the University of Alberta. Having someone else in their classrooms was something that they usually found to be very enlightening. Dorian was usually surprised by what he discovered about his students and himself, as well as by what he learned about his student teacher. He said,

> I work well in surprise and change. It was fun to have some completely different personality in there with me; it allowed me to see the kids in a completely different perspective because, of course, you get sidelined - - you do your best observations when you're sidelined.
>
> (April, 1992)

As a matter of fact, I had been Dorian's student teacher; together we reminisced about the surprise and change that we had discovered together, 17 years earlier, but that is another story.

Also, when they were graduate students, the Associates had often supervised student teachers as university practicum consultants; these opportunities to see what was happening in a number of schools had been very instructive for them and had given them additional knowledge about schools.

Four of the five Associates had also served as consultants in one capacity or another for their respective school boards. Hannah and Byron had been language arts consultants, Mona had been a social studies consultant, and Dorian had been an Alberta Education

consultant. Furthermore, Mona had direct experience as an Associate; in the early1980's, she had replaced a former rural Associate for the last few months of his tenure.

Even with all these qualifications, most of the Associates had applied for the position several times before they were selected. They felt that their selection was partly a matter of timing.

Dorian explained this unwritten but understood selection process when he said,

> it used to flip back and forth between junior high, senior high, Catholic and public and it was the year to flip public high school--my designation. I thought, if I didn't apply this year, by the time it recycled, I wouldn't be interested, I'd be too close to retirement, too old, and wouldn't want to do it. So, the final decision was purely clinical. (April, 1992)

Not only did the successful applicants have to have the "specific profile" for that year, but they had to be flexible about the nature of the position. They often had to adapt to redefinitions of the Associate position and take on areas of responsibility with which they had relatively little experience. For example, Mona was a social studies consultant and teacher, but she assumed responsibility for placing, supervising, and teaching practicum courses in social studies *and* English language arts. Dorian's background was predominantly secondary English language arts, but he coordinated the placement and supervision of immersion French and French-as-a-second-language students.

The Associates also had to adapt to the similar and differing goals, desires, and expectations of the three communities which they served. The three communities (university, school and professional association) intersected with one another and impinged upon the Associate's role, explicitly and implicitly as indicated in the following diagram.

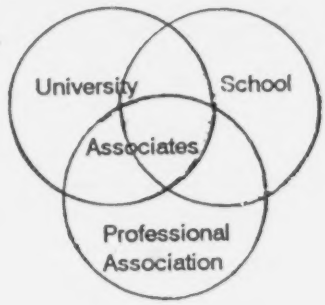

Figure 2: The Associates' Communities

Dwelling in the middle, the Associates perceived that the three communities had some common and some differing concerns. They found that the university was concerned with timelines, policies and standards, community perceptions, student achievement, professorial expertise, and support staff competence. The school community seemed to be concerned with student performance in each school, specific community needs, policies and regulations, and the competence and welfare of the teaching and support staff. The ATA was seen to be concerned with defining teacher roles and responsibilities, originating the code of ethics, and monitoring community perceptions. The Associates understood that all three communities had significant degrees of jurisdiction over, and thus input into, the decisions that were made regarding the various aspects of the practicum and all the individuals who were involved with the practicum.

Continuing University Ties

The five Associates were all selected for the position within a few years of completing their master's degrees at their respective universities; thus they were already known to the university community. When suitable openings were advertised, faculty members would sometimes contact prospective Associates to suggest that they tender their applications.

The five Associates felt that the graduate programs they had undertaken and the contacts they had established were integral to their professional development and subsequent opportunities. At the University of Calgary, Dorian said that his master's degree changed him into a reflective practitioner and encouraged him to apply for a consultant position and the Associate position. Mona finished her master's degree in the Spring of 1991; she applied for and was selected for the position partly because of her recent familiarity with the university milieu. When Hannah served as an Associate, she had completed the coursework for her master's but had not completed her thesis. After her secondment, she returned to the classroom and taught for a year. She then decided that it was time to take a leave without pay to finish her program even though it was a large risk financially, professionally, and personally because she was a single parent with a mortgage. During her leave, Hannah completed two graduate courses and finished her thesis, and was then asked to take on an Associate position once again for May and June, filling in for someone who was on maternity leave.

At the University of Alberta, Byron completed his graduate degree in elementary education and was then seconded into the secondary English language arts area. Jill felt that the move from classroom teacher to Associate was fairly easy because she had former affiliations in the secondary education department from 1986-1988 as a graduate student working on her master's degree and as a faculty consultant supervising student teachers. She felt that she had some understanding of the university culture and was familiar with how to ask for information or permission, how to do things, and where she fit within the established system. Family and friends had mentioned to her that they were not surprised that she was teaching at the unversity because that is what they thought she had always wanted to do (April, 1991).

Being Interviewed and Accepting the Offer

The Associate hiring committees are composed of four or five members of the faculty and a representative from the ATA. They have to decide which applicants have the best qualifications and potential and would therefore be the best assets to the practicum. They usually find that the successful applicants are in a state of renewal; they present themselves as being willing and able to take on new challenges.

The five Associates remembered that the interview questions tended to deal with their qualifications and experience, and "what would you do if such and such happened" scenarios. Hannah mentioned that it was her first ever formal interview and that the committee seemed to be "a cast of thousands . . . because when I originally took a job with the school board, I didn't really have an interview" (May, 1992). Hannah had had a telephone conversation with someone in personnel and was hired literally "over the phone." This in-depth interview was, therefore, a much more formidable event.

Each of five Associates felt that they had fine qualifications for the position, but they also acknowleged that the other candidates who were shortlisted had equally fine qualifications.

Interestingly, none of the five Associates was convinced that he/she had had a successful interview and would be offered the position. Dorian arrived, inadvertently, 15 minutes late for his interview because he had written the time down incorrectly in his daytimer. Feeling frustrated that he might have "blown his chances" even before he had had his interview, he did feel a little relieved when he walked into the interview and realized that he knew all of the committee members. And, even though he did not feel that

the interview had gone particularly well, he was offered the position. "So much for the reflective practitioner," he mused afterwards (May, 1992).

Prospective Associates cannot be offered the position immediately after the hiring committee makes its decision. Before the prospective Associate is notified, the individual's school board has to be contacted and asked if the individual would be granted a one-year secondment with a second year extension as a possibility. If the secondment is granted, the Director of the practicum then offers the position to the individual, confident that the prospective Associate is guaranteed a position when he/she return to that school board one or two years hence.

When the Director of the practicum telephoned to offer the position to the individuals who had been selected, they were all pleased and excited. Mona felt, "like Christmas morning, excited and happy but also nervous. . . . I had butterflies. You're not certain you'll get what you want and you're afraid that you might be disappointed after building up such anticipation" (October, 1991). Mona was initially hired to teach the secondary social studies and English language arts practicum courses and an elementary social studies methods course. However, her teaching assignment changed because those three courses could not be accommodated in her timetable; she ended up teaching the social studies and English language arts practicum courses and an introductory teacher education course. Overall, even though their conditions of employment changed, the Associates were eager to take on the challenges of the position.

Foreshadowing: Being Political and Idealistic

The Associates were well known within the educational community because they had been involved in public discourse with various committees and organizations, particularly local and provincial specialist councils. Because they tended to be high profile individuals, colleagues were sometimes envious of them. An acquaintance told Dorian that he probably got the position because "he had always been political." He was taken aback but then countered with, "No, I haven't; but if an opportunity is there and I qualify for it, I apply and I don't consider that being political" (April, 1992).

On another occasion when he was supervising student teachers in a school, a teacher said, "You should have some pity for us," insinuating that he was stuck in a school while Dorian had the "right connections" to get a variety of jobs. Dorian thought that these "whiners" were usually the ones "who stayed in the same school for 15 years and were

afraid to apply for anything" (May, 1992). Like the other Associates, he tended to seek out new challenges.

In this Anticipating phase, the Associates tended to be very idealistic about the possibilities of their position and what they could facilitate in the practicum. They hoped that the practicum year would be "a whole total experience for students" (Byron, April, 1992). They often mentioned how much they respected and admired the act of teaching for its inherent importance, and they felt that teachers should genuinely enjoy teaching. The Associates thought that some of their most important contributions to the practicum would be their teaching knowledge, classroom expertise, and school contacts. Furthermore, they believed that they could enlarge their influence.

As Hannah said,

> I thought, what a wonderful opportunity to be able to help other people to the insights that I wish I had when I began teaching, and although I couldn't certainly put old heads on young shoulders I could maybe help student teachers to help more kids have good English teaching. . . . [I thought] if I could I'd like to teach all the kids in the school English because I like the way I teach and if I could teach teachers then I'd be teaching more kids and that's why. . . I applied. " (April, 1992)

Because of their idealism, they were strong role models for their students. Jill reiterated the feeling that the Associates should model dedication to teaching, "This is a vocation . . . this is a commitment . . . this is a service. Student teachers don't take their job lightly in any respect and they don't appreciate anyone purporting to be part of their profession taking it lightly either" (April, 1992). The Associates who were selected tended to take teaching seriously and considered it to be their vocation and avocation.

The first phase, Anticipating, dealt with the mental, psychological, and physical preparations for assuming the Associate position. The second phase, Commencing, dealt with the actual assumption of the position.

Phase Two: Commencing

In Commencing, the second phase, the Associates began the active manifestation of their tenure at the university; they had to originate their personal definition of the position.

In this phase, they became outsiders in both the university and school communities. Within their former school communities, the Associates had been "established knowers" but were now expatriates. Within the university community, they entered as "emerging learners", newcomers who had to deal with the uncertainty and flexibility of making the job their own.

Experiencing the Tension of Transition

Within the educational community, the five Associates were considered to be talented, dedicated, well-known, capable individuals with many years of education and experience. They had stability, continuity, credibility, and a "closeness to their students." During classroom, extra-curricular and off-campus activities, the Associates had been actively involved with their students and fellow staff members on a daily basis. Willing and able to take on challenges, the Associates were surprised by the tensions they experienced in their transitions from teachers to Associates. The headiness of the new position was deflated by the realization that there were many rudiments to learn, such as what had to be taken into consideration when scheduling the practicum and where to find a flipchart.

The university community could either nurture a fruitful tension, a healthy dialectic between the individual's personal needs and the position's public role, or create tensions by downplaying the needs of the individual in favour of the public perception of the position. The Associate position had an established history and an accepted public image to maintain, but it also allowed the individual to have some input and control because the roles and responsibilities of the position were loosely defined. The Associates often learned about the complexities of the position as it unfolded; this uncertainty caused a certain amount of discomfort. During the first week of September in the first year of her secondment, Mona's goal was to "simply get through the week." She could not understand the "implicits" or the "in jokes" and felt quite overwhelmed and disjointed; she longed for the familiarity of her previous school and role. She missed her high school students; on several occasions she mentioned that she was looking forward to going back for their graduation the following June (September, 1991).

The world that the Associates knew had changed from comfortable individual classrooms to a much larger multi-community context. In their own classrooms, the Associates had taken care of all the details, orchestrated their own classes and dealt with

their own problems. But at the university, the rules of the game had changed, as Jill found out:

> Here you're working with so many players in every situation that it's not just up to you . . . and you just couldn't have done it . . . so, part of that recognition is that when the phone rings and someone says, "There's a problem with a student teacher," you just don't go, "Oh my gawd, what didn't *I* do?" You go, "okay, would you like to talk about it?" (April, 1992)

Nevertheless, it did not take long for the Associates to feel fairly comfortable with their roles and responsibilities. As Hannah said, "I didn't find it onerous at all . . . after that initial shock of having a lot to do" (April 1992).

Defining the Position

To a certain extent, the Associates defined the position for themselves. They were coordinators and administrators when they made placements, teacher educators when they instructed classes, public-relations persons when they built and maintained bridges between the communities, and mother and father confessors when students encountered difficulties (Mona, November, 1992). An Associate at the University of Alberta said that she liked to describe her position in terms of play dough that was shaped into malleable models in response to various responsibilities and stakeholders (Smits et al., 1993).

The Associates appreciated the fact that they were not expected to be the same as their predecessors. The Associate who preceded Dorian was very different from him in personality, outlook, and style. Dorian claimed that "they had to get the other side of the world represented somehow" (April, 1992). This former Associate's perceptions of the job did not match Dorian's:

> I wasn't prepared to accept much of what he [my predecessor] said because I had no intention of doing what he did. Fortunately, I had enough confidence at that point to be able to sort through the things he was saying and feel that I had the freedom not to do those things. (April, 1992)

In defining the position for themselves, the Associates felt a common bond with the part-time and non-tenured faculty at the university. The Associates felt that the "shadow"

metaphor was an apt one; at times they too felt tenuous because of their seconded, limited-term appointment status. They also joked that they were "the highly paid help" (Dorian, April, 1992) because they were often paid more than the assistant and associate professors.

In terms of the expectations of the position, the Associates hoped that they would be relatively independent in their work schedules. At the beginning of her secondment, Mona predicted, "my time will be loose. I'll be able to schedule more of my own time [as compared to the rigid timetable of a high school] and perhaps avoid so many early morning appointments because I am not a morning person (September, 1991). It did not take very long before she realized that there were many scheduled meetings, workshops, and administrative realities that restricted her flexibility.

Because they were dealing with adults, the Associates assumed that their practicum students and student teachers would not need a great deal of out-of-class attention. Mona initially thought that students with "adult mentalities" would have the maturity to handle difficulties and that there would be virtually no discipline problems. A few months later, she admitted that although most of her practicum students were fairly mature, there were a few "overgrown high school kids" who did not attend regularly, did not meet deadlines, did not put sufficient effort into their assignments, and did not fare well in their student teaching practica. She found that she had to spend more time with these students than she had originally anticipated (December, 1991).

A significant part of the Associate's role was to work with a large number of stakeholders in the practicum enterprise: student teachers, cooperating teachers, school administrators, university faculty practicum consultants, and other Associates. Because she had to use her interpersonal skills in interactions with all these stakeholders, Mona thought that she would have an opportunity to improve her people skills and become more subtle and skillful in potentially confrontational and difficult situations. As she moved through her time at the university, Mona did find that she learned to be more attentive to the concerns of others and less abrupt in her manner (February, 1993).

Before they came to the university, the Associates had articulated their teaching philosophies. However, they felt that the Associate position provided the opportunity to further develop and refine their ideas. As Mona said, "Before I came here, I felt that I had a really good understanding of what a teacher was and what the fundamental images of teaching were." Nevertheless, her understandings and images became "much more solid and inclusive" during her tenure (November, 1992).

Illuminating Like-Mindedness and Differences

The Associates usually felt that it was a privilege to be part of such a hard-working, knowledgable, diverse group of professionals. They were highly complementary in their skills, backgrounds, and interests and were often at similar points in their life stories. They were brought together by the "originating event" (Schön, 1983) of the first few months of their new position. There were commonplaces of everyday human experience around which their knowledge communities were built. Because of these commonalities, they shared similar attitudes, understandings and fellowship, and established rapport within the first few weeks.

The Associates found that they had the time and the occasion to be collegial, and that this collegiality grew naturally because of proximity. At the University of Calgary, their offices were beside one another on the twelfth floor and the twelfth floor lounge/cafeteria was a natural meeting place. At the University of Alberta, their offices were all on the seventh floor. The fifth floor elementary education lounge was a meeting place for the elementary Associates and the third floor secondary education lounge was a meeting place for the secondary Associates.

At times, however, grouping the Associate offices together limited the contacts that they were able to establish and/or maintain with other university personnel outside of the practicum office. Hannah said, "we tended to herd . . . so even at lunch you wouldn't necessarily sit with profs; you would sit with other UAs because you had a lot in common to talk about--it's like sitting with the department in school" (April, 1992). The Associates who began their secondments together often developed a special bond. Dorian felt very close to the other Associates who began with him; he said, "The secondary science-math fellow was a saint, the two elementary ladies had fabulous ideas that would make a curriculum fly, and the rural fellow had a powerful presence and organizational skills" (April, 1992).

To maintain continuity and consistency in the practicum and assist with the transition, half of the Associates remained and half of them left each year. This succession was critical because the second-year Associates served as mentors for the new Associates. When Dorian went to the university in early August of his first year, he was helped by a fine arts Associate in her second year. Although she and Dorian were very different in style (she was "over-organized" and he was "randomly semi-organized"), she helped him to get started. He was confused about the logistics of the practicum; she showed him what she had done. He borrowed bits and pieces and then "flew from there--that's how us 'N's

[intuitives] work" (April, 1992). Finding a compatible spirit helped to ease many of the tensions of transition.

There were, however, sometimes difficulties between the Associates who were in their second year and those who were just beginning. In the second month of her first year, Mona felt as if her ideas, experience, and insights were not welcomed by the second-year Associates. She perceived the "you shoulds" to be closure statements which derailed any further discussion. At times, she wondered where their oft-touted patience, tolerance and understanding were. "In a seconded position like this, you are at the mercy of those who are here and those who have gone before" (October, 1991). Some of the second-year Associates appeared to be obsessed with their jobs. Rather than focussing on students these Associates "focussed on themselves in the job and I don't think that's good." Mona found them to be "very career-path oriented, competitive and anxious" (November, 1991). Because Mona did not feel that they had invited her and her fellow first year Associates to be actively involved in decision-making, planning, and implementing the plans (March, 1992), she made a conscious effort to involve the next group of first year Associates during her second year.

The Associates valued the opportunity to work with individuals who came from both elementary and secondary backgrounds. Because schools and the practica have been structured into elementary and secondary routes with two divisions in each route, the experiences of Associates from one route were sometimes foreign to individuals who had worked primarily in the other route. This lack of familiarity sometimes led to misunderstandings. There appeared to be a question as to whether or not secondary Associates would know much about elementary students or curricula, or that elementary Associates would know much about secondary students or curricula. On one occasion, an elementary Associate suggested that secondary teachers would not be familiar with experiential learning or learning centers. Mona reminded the elementary Associate that secondary teachers no longer stood on podiums and spewed forth facts, that they now organized their students into cooperative learning groups, modules, and various configurations that resembled learning centers, and that she was more than welcome to visit some of these classrooms to see what was really going on (April, 1992).

Dwelling in Twilight in the Communities

As the Associates defined their positions, they acknowledged and accommodated shifting loyalties to the university community, the school community and the professional

association community. Often, the Associates found a lack of experiential commonplaces and expectations among the communities, but they had to work effectively within all of the communities "in a diplomatic kind of fashion" (Dorian, April, 1992).

The Associates often dealt with the expectations of university supervisors, colleagues, cooperating teachers, student teachers, and university students as "ambivalent ambassadors" (Bird, 1982). Jill approached this intertwined situation with mixed emotions because she felt caught in the midst of the three communities. Her loyalties shifted and changed according to individual circumstances. Sometimes she spoke on behalf of the school community when concessions needed to be made with regard to placing a student teacher in that school. At other times, she was the representative for university policies and regulations. On occasion, she was a spokesperson for her student teachers when their concerns needed to be addressed. When student teachers "got themselves into tangles that showed a lack of professionalism" (April, 1992), she was a spokesperson for her profession and the ATA. Jill felt that each of the stakeholders should demonstrate professionalism and have the working knowledge to act appropriately in each of the communities, even though this could be difficult.

The Associates demonstrated professionalism when they "circumscribed" their loyalties as they deemed necessary. However, because they were self-starters who liked to get things done, the Associates sometimes unknowingly overstepped their bounds. When Jill tried to initiate some changes in the placement and supervision of student teachers during her second year, she was gently reprimanded by the director because she had "stepped out of line" (April, 1992). The Associates were subtly reminded that their initiative and actions usually had to be approved by their supervisors.

Rather than being part of the university hierarchy, Mona suggested that the Associates "were inserted from the side like dipsticks--we help to keep the practicum running" (March, 1992). On one particular occasion during a department meeting, the Associates were reminded by a faculty member that "as PhDs, we have different ways of knowing" (Mona, October, 1992) thereby diminishing the Associates' knowledge and experience. Dorian also remembered that his experience was not always valued, "As if my 20-odd years of experience in a school counts for nothing when it comes to curriculum and so on. . . . I know that I know a great deal and I *can* teach" (April, 1992).

While the Associates were "inserted from the side" within the university community, they often felt as if they were "inserted from above" within the school community. Thus, they sometimes only registered "the surface temperature of what was happening" (Researcher notes, October, 1992). The school community did not always

appear to value the Associate position. Hannah felt as if the school board felt that they were giving her "a gift . . . perhaps an inconvenience; who knows?" (April, 1992) when they recommended that she be granted the one year secondment with a probable second year extension. The school community did not appear to value the knowledge and experience that the Associates would gain at the university and be able to bring back to the schools.

Despite the supposed centrality of their position, the Associates were not always included in school-university meetings at which decisions were made about the practicum which affected the Associates' roles and responsibilities within the practicum. The Associate's exclusion from this decision-making created unnecessary divisiveness and territoriality. To illustrate, in the fall of her second year, Mona was not invited to the public board's high school English department heads' meeting during which they discussed practicum courses and the placement and supervision of student teachers. She felt slighted and wondered if it was a genuine oversight or the result of the strained relationship that had developed during the previous year. Without the benefit of input and information, Mona felt that she had been treated unprofessionally (November, 1992).

During the Commencing phase, the Associates began their positions at the university. Similar to Carr and Kemmis' (1986) notion of commonplaces, the Associates established their commonplaces with the particulars of the practicum: practicum students, student teachers, cooperating teachers, administrators, university faculty practicum consultants, school culture, subject matter, and teacher education curriculum. With regard to each of these commonplaces, the Associates explored their language, practices, and social relationships; they decided what they would say, how they would conduct themselves in class and in the schools, and how they would facilitate meaningful interactions with the stakeholders.

The second phase, Commencing, dealt with the assumption of the Associate position. In the third phase, Establishing, the Associates mentally, psychologically, and physically confirmed who they were and what they were to do.

Phase Three: Establishing

In the third phase, Establishing, the Associates ratified their own definition of the position and assured their credibility in the university, school, and ATA communities. In each of the communities, the Associates found that they had to establish and re-establish their identities as well as explain and re-explain their actions.

Establishing Credibility

At the university, faculty members usually knew that the Associates placed and supervised student teachers in the practicum. However, at the University of Calgary, some faculty members were surprised to learn that the Associates taught courses and were involved in professional development activities (Adams & Evans, 1990). Furthermore, in Skau's study (1980a), the practicum students and student teachers were those outside of the practicum office who could most accurately articulate the roles and responsibilities of the Associates. Possibly, this was because of their close liaisons within the practicum.

The five Associates felt that they had a measure of credibility with the practicum students because they had been secondary English language arts and social studies teachers. The Associates felt that they had an easier time making adjustments in their planning, timelines, teaching, and evaluations than someone who had not had experience with secondary school students, assignments, or evaluations. They felt that they could transfer and adapt many of the skills, methodologies, strategies, examples, expectations, and evaluations from their previous secondary school teaching experience. This transferability and familiarity gave them a certain degree of confidence and credibility, and the security of knowing what to expect.

Furthermore, Jill felt that it was important that she was familiar with writing and reading processes, setting appropriate expectations, and evaluating papers and presentations at a related level (April, 1991). She felt that it was important that she be regarded as a positive role model, someone who practiced what she espoused. A few years earlier, she had written in her journal:

> It is important for me to write well because . . . I have to in order to deserve the title of "English Teacher" and more importantly, because in order to be successful and a well-rounded individual in today's world it is a necessity. If I am able to express myself well in my writing I feel I will better be able to live with people around me in both my personal and professional lives. . . . For me, to write is to be human. Anything or anyone can communicate, but not anything or anyone can write! (September, 1989)

Because she had clarified these ideas for herself, it was easier for her to talk about them with her students. In her classes, she illustrated her theoretical underpinnings by giving examples from her own teaching experiences.

Nevertheless, these same students often believed that teachers in schools had more credibility than instructors in universities, including Associates. University instructors were often branded "idealistic" and "unrealistic," suspicious informants whose experience was easily discounted. According to Zeichner (1990), student teachers are often preoccupied with "excessive realism" and believe that the school classroom is "the real world." Byron's story illustrates this phenomenon. After 15 years of teaching experience, Byron became an Associate teaching undergraduate courses. Two months into his appointment, he was told by student teachers *(with four weeks of teaching experience)* that his student-centered approaches were "too idealistic to work in the real world." In exasperation, he asked, "What world do they think I've been teaching in for the last 15 years?" (April, 1992). For Byron and other university educators, their presence within the university conferred certain perceived limitations which were often the result of a "halo effect" and not based on facts.

In the schools, the Associates' role was not always understood either. Teachers often wondered what the Associates did. In reply to how she was enjoying the job, Mona answered,

> It's very different and it has all sorts of challenges. . . . And this teacher said "Oh, I thought all you guys did was sit up there and kind of twiddle your thumbs and take a break for a couple of years. Wink, wink, nudge, nudge." (March 1992)

There appeared to be an unsubstantiated notion that the Associates were stepping out of the educational enterprise for a couple of years because they were "up there at the university." Instead of assuming that the Associates continued to stay informed, teachers questioned the Associates' familiarity with current issues and concerns. While Jill was supervising student teachers, a cooperating teacher commented, "Well, here we have to deal with the exams. You at the university don't understand" (March, 1991). Jill reminded this teacher that she did indeed understand the stress caused by student and teacher anxiety over the English 30 exams because she too had taught the course the previous year.

Clarifying Expectations and Assessments

In clarifying their expectations for the practicum students and student teachers, the Associates were "reading the given and nurturing the possible" (Britzman, 1991). The Associates shared their knowledge of the educational enterprise with the students and encouraged them to become the best student teachers that they could be.

The Associates were surprised to discover that these students were often "just kids with adult bodies" (Mona, November, 1991) who found it difficult to "move out of the student mode" (Jill, March, 1991). These students were considered to be not much more mature than the students the Associates had been teaching in their previous high school classes. The Associates assumed that by the time the university students were in their practicum year most of them were "established learners" who had successfully completed at least three years of study. They assumed that these students would nearly all be high achievers who knew how to play the academic game and were usually certain of success in whatever they pursued.

Most of the practicum students began to undergo a paradigm shift with regard to what they thought they knew and what they were learning. Reflecting on their experiences, readings, writings, coursework, and discussions, they began to shift their focus from egocentric "navel-gazing" and content concerns to a focus on their future students and the complexities of the classroom. As Jill wrote, these practicum students were becoming student teachers and they were internalizing what it meant to be a teacher:

> They really are beginning to think and assess what they read in terms of how they will become English/LA teachers in their classrooms. It appears that they are struggling in the world between an old paradigm for being in the classroom and a new paradigm that is yet intangible for most of them. For some the gap between the two is very wide, yet in reality, it really isn't if you believe in a few things:
> a) the students are really the focus (not the text)
> b) that students need to be <u>actively</u> involved in their learning (not passive recipients)
> c) that starting where the students are is fundamental--their experiences are essential to their development in LA
> d) integration is essential
> e) student choice needs consideration. (January, 1991)

Very quickly, the Associates became aware that their practicum students were not only in a state of flux between their formerly held beliefs and their new understandings about teaching, but also very concerned about their grades in the courses. Because teaching and graduate student positions were relatively scarce, the practicum students felt that high grades would help them to secure a teaching position or a place in a graduate program.

However, the Associates were concerned that the practicum students were excessively mark conscious, often at the exclusion of any "spontaneous learning" (Jill, February, 1991). Jill often mentioned evaluation in conjunction with professionalism; she wondered how the students who were griping in her classes would handle complaints about their evaluations when they were student teaching.

The Associates found that they spent a great deal of time considering their marking criteria, re-reading papers and ensuring that their final grades reflected what the students had accomplished, as accurately as possible.

Building and Maintaining Bridges

Many of the Associates felt that the most onerous part of the position was making placements, that is, selecting a cooperating teacher and school that would be appropriate for a particular student teacher, contacting that teacher and making the appropriate arrangements, and then informing the student teacher. Jill wrote in her journal,

> Jan. 18 . . . It's really not the actual teaching that makes it crazy, but rather the placement task that has pervaded my life for a month now. "Cross your fingers"--today we tell students where they will be placed, and how much they like their placements will be quickly evident on their faces. If only they knew what an enormous task it is to match CT [cooperating teachers], ST [student teachers] and demographics! (January, 1991)

Student teachers had to accept their placements except where there were extenuating circumstances. They often requested middle-class schools which were similar to those they had probably attended. Once the placements were announced, there were sometimes negative, even fearful reactions to certain schools because of their perceived "reputations." Hannah pointed out that these reputations were fueled by hearsay and media stories. The student teachers assumed that these schools in these particular neighbourhoods had "bad kids" and thus, perhaps, even "bad teachers." (Hannah, May, 1992). However, if they

gave the situation a fair chance, "they were often pleasantly surprised" (Mona, February, 1992).

The process of soliciting potential cooperating teachers began by having teachers and/or schools complete forms requesting student teachers and then returning these forms to the practicum office at the university. Because of their high visibility in the school community, the Associates had many contacts. As with the other Associates, Hannah said that she had "an awful lot of contacts in both junior and senior high schools" (May, 1992). Often the Associates increased their contacts with the school communities with which they were not as familiar. Hannah and Dorian were with the Calgary public school board and Mona was with a rural school board which surrounded Calgary. Byron was with the Edmonton public school board and Jill was with a rural school board on the outskirts of Edmonton when she began her secondment and was then hired by the Edmonton public school board after her first year of secondment.

Like the others, Dorian felt that he could always pick up the phone and find a way over or around any wall that was erected. Dorian's contacts became vital when he was making placements for the French Immersion and the French-as-a-second-language (FSL) student teachers. He was not acquainted with the potential French cooperating teachers. However, he knew the people who knew them, so he "was able to get over that wall" (Dorian, April, 1992). Furthermore, he was not embroiled in the differences between the two streams, the French Immersion and the FSL, and was therefore able to be nominally accepted by both groups. However, during student teaching, he did find it difficult to decide when student teachers were not as fluent as was necessary or when the cooperating teachers' demands were too excessive. Dorian realized that some students had chosen a French major because they knew there were jobs available in that area. He found that he did have to tell some of these student teachers that their fluency "simply was not good enough" (April, 1992) and that they should consider another teaching area.

Although there were no actual master lists of cooperating teachers, there were records of those who had had student teachers the year before. Although the Associates did not want to use the same individuals all the time, they used these lists as strong indicators of suitability. Like his fellow Associates, Dorian began with "the lists of who had volunteered for practicum work before . . . and talked to all kinds of other people and managed to get the placements done" (April, 1992). In order to recruit additional cooperating teachers, the Associates depended heavily on their contacts in the school community: former colleagues, administrators, consultants, friends of friends, and former Associates. Because the curriculum teams and subject area consultants had been

dismantled in both Edmonton and Calgary public boards, the Associates felt that they had lost an important source of advice and immediate familiarity with teachers in the field. In the past, Associates had called curriculum consultants and asked, "Who's hot? Who's being innovative? What school is cooking?" (Mona, October, 1992). Another direct source of reference were the administrators of the schools. However this proved to be much more cumbersome as there were hundreds of potential schools to contact.

In several of the high schools, the student teachers had traditionally been assigned to the department and then "farmed out" (Mona, October, 1992) by the department heads. The Associates discouraged this practice because some student teachers had ended up with three cooperating teachers and three sets of expectations.

Sometimes, teachers who had been cooperating teachers in the past did not want to continue to supervise student teachers, although some did reapply later. At the University of Calgary, Mona was particularly disturbed by the withdrawal of some exceptional practitioners, including a few former Associates. The cooperating teachers withdrew for a number of reasons; sometimes they thought that recent student teachers had not been properly prepared to teach the subject and "we are not doing your job for you" (October, 1992). Mona felt uncomfortable dwelling between the expectations and course emphasis of the school and the expectations and course emphasis of some of the university instructors.

In order to encourage cooperative, ongoing relationships between the practicum and the schools in Edmonton and the surrounding districts, the University of Alberta designated that a number of the schools be in cluster groupings. In the cluster groupings, the schools and cooperating teachers accepted a number of student teachers in a variety of subject and grade designations. A faculty consultant supervised all of them, regardless of subject, so their contact with a university representative was continuing and obvious. This cluster approach was vetted through the university council, the ATA, and the administration of the Edmonton and surrounding areas public and separate school boards. The cluster school concept received approval as long as the school boards designated the participating schools, which initially created some dissention. This cluster approach facilitated a closer, more immediate working relationship between both the schools and the university, and the Associates and the various subject area instructors. Because of the cluster relationship, it appeared as if everyone worked more closely together.

When the Associates at both universities began to sort through the cooperating teacher applicants, they had to determine how many they needed and in which areas. They also had to develop their own screening devices in order to make the best possible matches. Potential cooperating teachers applied to have student teachers for as many reasons as there

were individuals, and unfortunately those reasons "were not always altruistic" (Hannah, May,1992).

In certain instances, the Associates found it helpful to be able to discuss their placements with former Associates. An Associate who followed Dorian phoned him and wanted some direction with regard to suitable cooperating teachers. In order to expedite the process and make the best possible placements, she asked Dorian if he would cough or say, "Oh, how wonderful" as an indicator of cooperating teacher appropriateness (April, 1992).

All five of the Associates were surprised by the expectations and understandings of some of the cooperating teachers. The Associates discovered that they could not always rely on their own intuition and past recollections or on the recommendations of friends. There were teachers who conducted themselves in an excellent, accepting manner with students in their classrooms but did not extend this acceptance to their student teachers. Seemingly uncharacteristically, these teachers expected their student teachers to be immediate, consumate professionals, not allowing for the expected and unexpected difficulties that are part of the personal and professional growth process.

Playing the Believing Game

The Associates tended to assume that practicum students, student teachers, university faculty, and members of the school community all had specific knowledge about the educational enterprise and were able and willing to make worthwhile contributions to that enterprise. In the absence of knowing the political aspects of the context, the Associates "played the believing game" (Elbow, 1973, 1986) which validated all the stakeholder's experiences, understandings, and ways of knowing (Mona, October, 1992). In setting up their courses and placements, Associates usually gave individuals the benefit of the doubt. Hannah found that it was

> exciting, stimulating . . . to see what students would do, what they would come up with . . . and exciting to talk with the other Associates about what experiences they were having and the ways they dealt with difficulties and helped students to understand things. (May,1992)

This acceptance was in marked contrast to "the doubting game" that the university faculty were often conditioned to play. University tradition suggested that the way to establish

credibility was to be "judged by external criteria" (Jill, April 1992) and to be published in refereed journals. This tradition questioned the validity of individual experiences, understandings, and personal ways of knowing; it tended to accept external, faceless, "committee" evaluations of worth.

Sometimes the Associates got the feeling that their knowledge and background were not valued and acknowledged at the university. On several occasions, a certain faculty member did not seem to seek Mona's knowledge or background experience or welcome her opinions. Mona admitted that at times she had been a little defensive and had made some comments without fully considering the consequences. Because she recognized that she was part of the problem, she also wanted to be part of the solution and was willing to meet with this individual and discuss their differences. However, this professor did not appear to want to commit the time and effort necessary to rectify the situation and Mona continued to feel dissatisfied (February, 1993).

Mona was concerned that some university faculty members did not appear to have a commitment to the curriculum which they were teaching, yet they had a great deal of power with regard to the status, complexion, and continuance of that curriculum. She questioned the motives of a faculty member who publicly dismissed certain curriculum concerns but was not a member of the local professional council which represented that curriculum area. She felt that some faculty members were "politically correct when it is prudent to be politically correct" (November, 1992).

A few faculty members at the University of Calgary wondered out loud if the Associates had the necessary background to teach practicum-year curriculum courses. These concerns tended to be unfounded as the Associates' greatest strengths and familiarity usually lay in these curriculum areas. The Associates wondered why they could not teach *more* of the undergraduate practicum-year courses. Mona, Dorian, and Hannah pointed out that there were students trying to get into graduate programs at the University of Calgary and they were being turned away because there was a lack of space in the program and a lack of qualified supervisors. Many of these potential graduate students were being forced to enroll in graduate programs elsewhere. If the Associates were to teach more of the undergraduate courses, then the faculty would have more time and flexibility to design and teach graduate courses and supervise graduate students.

Furthermore, the Associates wondered why they were not considered to have the necessary theoretical underpinnings to teach certain introductory educational theory courses. Mona was informed that these courses could not be taught by Associates without

doctorates because "PhDs have other ways of knowing" (November, 1992). This suggested that PhD credentials were more valued than the Associates' credentials.

There were always overt and covert messages at the university; temporarily seconded and sessional instructors had different priorities and foci than the tenured and tenure-track members of the faculty. The Associates focussed on facilitating the practicum, teaching specified undergraduate courses, and supervising large numbers of student teachers. Their success at the university was considered in four areas: teaching expertise, flexibility, communication skills, and public relations competence. The tenured and tenure-track members of the faculty tended to focus elsewhere--on conducting research, writing scholarly papers, teaching graduate and undergraduate classes, and supervising a few student teachers. Their success at the university was evaluated in four areas: research, writing, teaching, and allied service activities. Their rewards included merit increments, promotions, and sabbaticals.

Although they did not have a pronounced desire to conduct research and write articles, all five of the Associates had been involved in research and had had articles published. As a matter of fact, Hannah, Byron, and Jill were co-authors of teacher resource books as well as a number of articles. As Associates, research and writing was not part of their responsibilities or the focus of the position, although the advertisement inviting applications for the position mentioned research as a complementary activity.

Each of the five Associates had previous associations with the faculty and were known to their respective universities. Jill's and Mona's graduate student experiences were immediate whereas Hannah's, Dorian's, and Byron's were a little more removed. Hannah had been a graduate student in another department. Dorian had finished his master's degree 10 years before. Byron had completed his master's in elementary education but had taught in secondary. Byron had also been a co-consultant at the school board with one of the professors. Because of this, he may have had more of a "colleague" relationship with this member of the faculty.

Sometimes the agendas of the faculty members did not coincide with those of the Associates. During the fall of her first year, all the Associates at the University of Alberta including Jill were required to take a clinical supervision course in Educational Administration. The class, comprised of Master's and PhD students and the Associates representing a wide range of experience, met Thursday afternoons for three hours. Although the intention of the course was to help the graduate students and the Associates to gain some supervisory background and insights, Jill did not believe that these objectives were met. She felt that the faculty member who instructed the course was inflexible,

encouraged very little discussion, and did not present any new ideas. Furthermore, she was not pleased that she had to pay for half of the tuition when she got so little out of the course (February, 1991). Because she was still relatively new within the university community, Jill did not feel that she had the background and experience to question the expectations of her position.

The Associates felt that they were integrated into the university community with varying degrees of success. There were certain professors of whom they were in awe but, as Hannah said, "I didn't sort of feel that I had to use 'sir' a lot or anything like that . . . but . . . we were very much a group unto ourselves" (May, 1992). Because of the close working relationship that they tended to establish among themselves, the connnections that they already had with specific individuals at the university, and the nature of their position, the Associates did not establish very many new relationships with other faculty members. Therefore, it was fairly common to say, "I don't think I ever felt, except maybe in the coffee room, a really functional part of the university community . . . everybody was positive, polite and I think everybody knew who we were but . . . (Hannah, May 1992). The Associates were invited to department meetings and retreats and were assigned offices in close proximity to other faculty. However, because of the nature of their two-year secondment and their protracted supervision of student teachers in the schools during fall and winter semesters, they did not have the opportunity or time to spend becoming more involved in the university community.

Jill's and Mona's graduate experiences were recent; they had both graduated from their respective departments within a year of assuming the Associate position. Most of the time with most of the faculty this familiarity aided the continuance of positive, reciprocal relationships. However, this familiarity did lead to some difficulties, especially for Mona. When she was a graduate student, Mona had not agreed with the approach of one of her instructors. This lack of rapport made it difficult when she had to work with this individual as a colleague, and she did not feel welcome in the secondary social studies peer group of which he was a member. However, at the suggestion of another professor, she joined the elementary social studies group and then felt that she had a "community" with whom she could share ideas and concerns. As far as her department, Teacher Education and Supervision (EDTS) was concerned, Mona felt that she was definitely a part of the practicum group but not necessarily of the department at large and "certainly not [of] the faculty" (May, 1992).

At the University of Alberta, Jill did not feel a part of the Faculty of Education although she did feel that she was considered to be an integral part of the Secondary

Education Department. Although she still felt strange at times, she found this department to be fairly egalitarian and open. However, overall, she continued to find herself more tied to the school and professional association communities than to the university community.

At times, the faculty and the Associates had differing perceptions about what was paramount and who could best address these matters. Mona, Byron, and Dorian mentioned instances in which certain faculty members seemed to disregard the fact that the practicum students wanted and needed to spend more time on classroom-based concerns than their courses allowed. Similarly, in the late1980s, the University of Calgary announced that it was consciously going to try to improve the quality of the teaching in faculties across campus. Those who coordinated this "improvement in teaching skills" (Dorian, April, 1992) were in the Faculty of Business. It seemed strange that the Faculty of Education was minimally involved in an "improvement plan" that related directly to its very reason for existing. Education faculty members certainly had knowledge and expertise in "teaching skills" and related teaching matters. Furthermore, the Associates who had been chosen specifically because of their effective teaching expertise, were never consulted. By not consulting the knowledge and expertise that existed in the Education faculty, the "improvement in teaching skills" committee seemed to have been unnecessarily shortsighted.

Even those working closely together at the university did not always listen to one another. On one occasion, Dorian quietly requested that a certain curriculum professor teach unit planning during the first half of his course. Dorian's request was ignored even after he pointed out that secondary English language arts teachers in the schools planned their lessons as part of integrated units. Therefore, because unit planning was the prevailing way of doing things, the student teachers needed to have a unifying context for designing their discrete lessons. Nonetheless, the curriculum professor chose to "go by his book" (April, 1992) and required his students to plan lessons rather than units of study. This lack of cooperation created a great deal of undue distress for the student teachers and convinced the cooperating teachers that the university was "out of touch with the reality of the classroom" (Dorian, April, 1992).

The Associates sometimes felt like "fleeting shadows" because they were at the university to do a specific job for two years and then they were gone. The faculty rarely, if ever, asked them to share their expertise. As Dorian said, there were

> a few things I could have offered but you can't offer what isn't asked for. They could have mined us better because we knew about things that were going on in the

> field but they're old and tired [laughs] just like in senior high schools. Nobody was ever impolite . . . but there were lots of times I was an outsider--and hell, I didn't resent that, I simply had to accept that. (April, 1992)

Dorian's tone was one of disappointment. However, he also understood that it was extremely difficult for the faculty to acquaint themselves with his expertise when he was at the university for such a short period of time.

When familiarizing the faculty with their role as practicum consultants, the Associates sometimes felt uncomfortable. As Hannah pointed out, "Of course, they are all educationally stacks above you and you're going to tell *them* how they should be doing the faculty advisor position, but mainly they were really very nice" (May, 1992). The Associates at the University of Calgary appreciated the fact that faculty members had to apply to supervise student teachers and that the Associates had some say in which faculty members supervised student teachers, how many students they supervised, and where they supervised. Most of the faculty members welcomed the opportunity to visit schools and supervise student teachers. However, a significant number of the faculty regarded the time when the student teachers were in the schools as "their research and holiday time and by gawd, nobody was going to interfere with that" (Dorian, April, 1992). Furthermore, the Associates were disappointed when so few faculty came forward of their own accord to supervise student teachers, even when they had been sent personal invitations. Hannah found that it was difficult to get advisors for two reasons,

> One was, it didn't count on their CVs [curriculum vitaes]--like, who cared? and secondly, a lot of the professors in Education didn't have valid Alberta teaching certificates. . . . In fact, some of them had not been in classrooms very long . . . and some weren't even teachers; so it was very hard because in order to be a faculty advisor you had to have a certificate to go into the classroom. (May, 1992)

Dorian was disturbed that some of the faculty saw "supervision as a waste of their time" (April, 1992). He believed that these faculty members thought of the Associates as "field workers--and I use that in its lowest context" (April, 1992). The Associates were expected to supervise an ever-increasing number of student teachers and to do so without complaining. The Associates all believed that being actively involved in the supervision of student teachers was an opportunity and that, hopefully, the faculty would also consider it

to be such an opportunity. But Dorian was not so certain that the faculty would see it that way,

> It wasn't a matter of not respecting my expertise because I don't care about that . . . but not respecting the practice of teaching. Now, it may never have been said, but in action I felt there was a lack of respect for the practice of teaching. (April, 1992)

Because the interest and commitment did not appear to be forthcoming without a policy at the University of Calgary, the Dean of the Faculty of Education made the supervision of student teachers a mandated responsibility in 1991.

In the schools, the Associates preferred a ratio of three student teachers to each practicum advisor; unfortunately the numbers were often higher than this. Most student teachers only had two or three visits unless there were extenuating circumstances. The practicum advisors' visits and input were important. Student teachers and cooperating teachers usually appreciated the practicum advisors' input because it provided a "second view; it's not so much coming in and seeing a lesson but . . . letting them talk about their practice and what they're doing and for just another ear" (Hannah, May, 1992).

Recently, there have been more cutbacks at the universities. The Associates are now supervising even more student teachers and the universities are hiring greater numbers of supernumeraries for a per student fee. The University of Calgary Associates and the University of Alberta secondary Associates are finding that they spend most of November and December and all of March and April in the schools. The University of Alberta elementary Associates are involved in a term practicum which began in the fall of 1992; their supervision schedule is contained within one semester.

In the Establishing phase, the Associates prepared for and began to carry out the day-to-day responsibilities of the position. In the fourth phase, Enacting, the Associates helped to facilitate the various aspects of the practicum.

Phase Four: Enacting

Shakespeare coined the term "enact" and suggested that it meant "to perform"; the Associates *enacted* the intricacies of their position. The Associates orchestrated the planning of placements and courses, facilitated the delivery of these placements and plans, and then considered their merits. In Greek *orchestrating* means *orcheomai,* to dance or to arrange the music; likewise, the Associates orchestrated the *dance* of the practicum.

During the beginnings of the methods course, Jill reflected on her orchestrating, dancing, and choreography:

> Teaching (although I don't know that I am the traditional "teacher") EDSEC 329/330 is really more of a sharing experience for me. Besides sharing in the collaborative planning *Vera, Sally* [pseudonyms for the instructors of the other two sections of the course] and I did for this week, I really feel like this is a major role I have with the students in this section. In this role, I find that I really can't find a comfortable place in this small classroom. I don't know if I should sit, stand or walk around. I thought a U [horseshoe] arrangement would work, but I think I'll go back to the 0 [circle]--that's where I feel best. We're all on the same level and that makes me more comfortable. I hope my students can see the discomfort I am experiencing and think about it in terms of their own teaching. I know my high school students loved our "Sara Circle" and were much more comfortable in it than in rows and columns--and so was I. I didn't like being "the performer" and find "the choreographer" role much more appealing. These first few days with new students are always the same, whether or not they're six years old or sixty. I love the butterflies I feel for the first week with a new class. It means that life is always new and exciting each time I have a new class. How could this profession ever become boring! (January, 1991)

The Associates respected the fact that they were role models and "facilitators of learning" (Mona, November, 1992). They modelled strategies that the practicum students could use when they were in their practica in their schools. The Associates wanted the student teachers to realize that their roles were "to facilitate learning" and to do this "first of all, they need to find out what the students already know and figure out ways to teach them" (Mona, November, 1992).

Because the Associate role involved a great deal of planning and supervision, administration and management responsibilities could consume more and more time and attention. In Bird's (1982) ethnography, he found that the Practicum Associate he followed often felt like an "expensive secretary." However, in the 11 years since Bird's research, the number of Associates at the University of Alberta has decreased from 13 to eight, and it appears that a great deal of the administrative and clerical responsibilities have, of necessity, been assumed by support staff in the practicum office.

Facilitating Improvisation and Complementarity

The Associates had to push past the technical, managerial side of the position and uncarth the practices which were congruent with their images of "effective teaching." To teach effectively usually meant being innovative, eclectic, responsive, and responsible. In light of this, the Associates considered a wide range of philosophies, ideas, readings, methodologies, and evaluations and then chose what seemed to be the best possible variety. This variety encouraged the practicum students to develop their own ideas and opinions, and validated the centrality of individual experience and knowing within the educational enterprise.

For Bateson (1989), individual knowing was nourished by practicing improvisation, by trying something new that relied on past experience and present know-how:

> For many years I have been interested in the arts of improvisation, which involve recombining partly familiar materials in new ways, often in ways especially sensitive to context, interaction and response. When I was a teenager, I used to go to the house of my mother's sister Liza and hear her son, the jazz flutist Jeremy Steig, playing and practicing with his friends, jamming in the back room, varying and revarying familiar phrases. "Practicing improvisation" was clearly not a contradiction. Jazz exemplifies artistic activity that is at once individual and communal, performance that is both repetitive and innovative, each participant sometimes providing background support and sometimes flying free. (pp. 2-3)

Teaching is also an artistic activity that is at once individual and communal, performance that is both repetitive and innovative, each student sometimes providing background support and sometimes flying free.

Although the Associates often "practiced improvisation" when they taught, they were keenly aware that their practicum students needed a great deal of structure, basic information, and "background support" before they could "fly free." The Associates usually enjoyed teaching some of the basics of teaching: classroom organization and management, lesson preparation and implementation, evaluation and reporting. Hannah found that teaching the practicalities, the "practical part of the pre-practicum . . . how to hand out papers, some basic classroom techniques for getting their attention . . . methods

kinds of things . . ." was rewarding. She felt that her students appreciated knowing about the "nuts and bolts" of the classroom teaching situation (February, 1993).

Even when teachers are well-grounded in the fundamentals and well-organized in their planning, they still run short of time; hence the importance of being able to improvise. Although the Associates felt that they were generally well organized and steadily busy, they did not feel that they had enough time to do everything that they wanted to do. When Jill had taught the every-morning English language arts methods course for only one week, she wrote

> Jan.11 . . . I am amazed at how quickly it has gone and how I never feel there is enough time to do all there is to do--ah, the perpetual problem of the English teacher.

And a week later,

> Jan. 18 . . . I can't believe how little time I have had in the past week to actually sit down and write in my journal. (January, 1991)

As this was her first time teaching the course, Jill was concerned with her organization and sequencing of materials and appearing to be too "experty" to her practicum students. She did not want to "control" the classroom experiences or to present her ideas about unit planning because she thought that the students might parrot her example. She struggled with "How much should I talk? How much should I show?" As the semester progressed, she was surprised that her students continued to focus on classroom management, organization, and evaluation concerns. They wanted to know how to balance the fine line between "manageable chaos" and just plain chaos. They wanted to know the subject-specific mandated curriculum and how to keep a classroom under control. A few students shared unhappy stories from their previous practicum which illustrated what could happen when they did not know what to do or when they should have stepped in and adjusted plans and/or students. Because she believed that the practicum students needed to work through their own experiences and come to their own understandings, Jill did not address their concerns directly. She wanted her students to develop their own teaching styles, coping mechanisms, and decision-making strategies. Therefore, in order for the practicum students to have an actual teaching experience where they could try out some of their styles, mechanisms, and strategies, she had them spend two days in a junior high school. The

practicum students worked with a number of junior high students on a variety of language arts projects. Using the writing workshop approach, both the practicum and the junior high students wrote and edited pieces that were published in an anthology. After the first day at the junior high, Jill felt that the practicum students were beginning to discover their own ways of dealing with dyads and small group situations. She wrote:

> Yesterday at *N. R. G. Corral* [a pseudonym] Junior High I felt a tremendous sense of energy and adrenalin as I watched my students interact with the junior high school students in a variety of writing situations. I'm pleased that it was a win-win situation for all participants. It's also a little sad to see that children in our schools are being left so much to their own abilities to learn to read and write. I could immediately see the value in having an adult work with a student and realized how seldom this occurs in, or out of schools. How fortunate I was to have parents who valued reading and writing when I was growing up. It will be most interesting to discuss/dialogue with the university students about their thoughts as a result of Thursday.
> *I hope they can see the positive impact they can have in a child's language development and use* [italics added]. (January, 1991)

The practicum students continued to feel uneasy about their ability to handle a full teaching load during their imminent eight-week practica. They knew that they would not have the luxury of dealing with one or two students at a time and wondered how they would deal with whole classes of junior high students. They wondered if these junior high students knew the "basics" of expressing themselves fluently and correctly in oral and written form and if they were acquainted with any literature of quality. They wanted some answers and they wanted them fairly quickly. Jill addressed their concerns in her journal.

> All hell does not need to break loose, nor do we have to abandon "the basics" and "good literature." Perhaps the problem frustrating them is that they don't see/realize that the "what" is pretty much the same as always; it's really the "how" that has changed, and based on good research and practice, classroom teachers are now privy to the "why" (not just because that's the way it's always been done). I'm happy to see that the course so far has created some cognitive dissonance for these prospective English/LA teachers. I wouldn't want to think they (nor I) have all the answers. The more we question our practice (or prospective practice) the more we

> learn. It is so difficult to develop a teaching style one feels comfortable with when you abandon the apprenticeship model of teacher education and embrace a reflective model. These students can see how the "old" models they once thought they wanted to be/be like may need to be updated, but they're not sure of the new mode of being called teacher that is being presented to them. (January, 1991)

Jill hoped that her students would be patient, receptive, and thoughtful in their search for their own way of being a teacher.

At times, the Associates were disillusioned because their practicum students seemed to be conditioned to absorb specific disparate pieces of information and could not visualize "the larger picture." Dorian found that the first year university students in the introductory courses were often more willing and able to see the "big picture," and were not as impeded by extraneous foci as the third, fourth, and BEd-after-degree students. Often these practicum students appeared rigid, anxious, and compartmentalized; they seemed to have been stuck in a "particular university learning mode" (April, 1992). Dorian wanted his practicum students to understand that the teaching act is interactive, organic, and multi-faceted.

> One of the things I tried to do in the practicum was say, okay, we're going to talk about these facets of teaching, but while I'm talking about them I will demonstrate these six methods, and I'd have them written on the board. I'd say, "Now we're going to launch into this topic, now you keep track of the way I'm teaching," and they couldn't do that. They could hear what I was saying but they couldn't monitor what I was doing. . . . I would say, ok, monitor exactly--tell me everything I did here--don't tell me what I said. They could do that, but they couldn't do both and to me that was vital. To me, that is the essence of teaching, to teach it and to monitor your teaching at the same time. (April, 1992)

Dorian felt that these students should be able to think reflectively while they were involved in the act of teaching. Hannah agreed; as prospective teachers, the practicum students needed to develop the ability to "check it out while they were doing it," "think on their feet," and "anticipate what could go wrong" (May, 1992). They needed to be able to make connections between practice and theory.

To complete the practice-theory relationship, the Associates taught their students how to facilitate complementarity, to "provide the missing pieces of the learning puzzle"

(Byron, April, 1992). The practicum students learned to complement one another's knowledge and skills by working together in cooperative learning groups. The Associates also recognized that what was often missing at the university were real opportunities to practice *teaching* . In order to counter this oversight, Jill and Mona provided a number of opportunities for their students to "practice" with small groups, peer groups, and students in schools.

To make the curriculum come alive, the Associates tried to "inspirit it" (Aoki, 1991a), to have the practicum students involved in heuristic learning. In preparation for their practica, the practicum students had to be able to discover what the students knew, how the curriculum objectives were going to be facilitated, and how they would monitor the situation. Furthermore, they needed to realize that the discoveries they made, the curriculum to which they referred and the teaching and learning which transpired, changed every time they taught because the variables were always different.

By facilitating improvisation and complementarity, the Associates attempted to encourage cooperation and symmetry, to create a harmony of parts which would produce a pleasing wholeness to the act of teaching.

Dealing with Opaqueness

Because teaching is an interactive, mercurial act, Associates often felt that they were "dancing on the edge of immediacy" rather than orchestrating a harmonious whole. They felt more comfortable with the old adage, "a teacher is a guide on the side rather than a sage on the stage" because they felt that teaching should be an invitation rather than an explication. They saw teaching as an improvisational act wherein repetition and innovation were ways of dealing with situations as they emerged. At the edges where the lines of the educational enterprise are blurred, it is easy to imagine that the world might be different (Bateson, 1989) and that there are ways of dealing with the opaqueness of uncertainty, misunderstanding, and difficulty.

For example, in response to her students' anxieties, Jill became more specific in her expectations, instructions and examples. Initially, she was tentative about presenting too many of her own materials because she did not want her students to adopt her materials, methods, and goals without developing their own. Eventually, she hesitantly shared some of her own writing and plans. Afterwards, she felt that her sharing

> reifies who I am as a teacher . . . I can model excitement for teaching, show that I really like teaching, tie together theory and practice, teach them some methods, provide examples of what to do, and consider why it is being done. (January, 1991)

Nevertheless, the course of practicum students/student teachers rarely ran smoothly. Sometimes, student teachers encountered difficulties because they had unrealistic expectations of themselves, their students, and/or their cooperating teachers; they expected too much too quickly of all the partners in the practicum. Some student teachers did not have the confidence or wherewithall to take charge of the classroom situation. Others did not work hard enough, were not well organized, and/or were not specific and consistent enough in their expectations and classroom management. On the other hand, cooperating teachers sometimes had unrealistic expectations of the student teachers and relied on hasty, unsubstantiated first impressions.

As much as was possible, the Associates tried to consider any reasonable requests from the student teachers and the schools. They did, however, discourage student teachers from returning to the schools which they had attended because there was always the danger that they would unconsciously retrogress to a "student mode" rather than deal with situations in a "teacher manner." The Associates did try to make accommodations particularly if commuting was a problem or if there were children involved. Hannah said,

> We did not necessarily solve their problems but made them feel as though their problems had been listened to. We tried to find suitable placements for all of them. At that time there were close to 40 students in the English practicum and that was all I dealt with; so that was the biggie, dealing with those students. (May, 1992)

In the schools, the student teachers continued to feel the "pressure of performance" and wanted their school students to "make them look good" (Byron, April, 1992). To deal with student teacher uncertainty, McClay (1993) had her student teachers compose--to calm and quiet their fears--and then re-compose their teaching stories into polished pieces. One response was a eulogy entitled, "The Death of the Authoritarian Teacher"; McClay wryly wondered if that authoritarian teacher might not yet return from the grave given a few more weeks with hormone-crazed adolescents.

The Associates often found it difficult to balance their rigorous expectations with nurturing support of their practicum students/student teachers. Using the praise-question-

polish [PQP] principle, they looked for positives, asked thought-provoking questions, and urged the student teachers to continue bettering their knowledge and skills. For the sake of the students in the school community, the Associates wanted "the best, the brightest and the most independent" (Mona, January, 1993) student teachers to become professional teachers. The Associates knew that the path through practicum was fraught with uncertainty and difficulty that required support and assistance from many members of the educational community.

Not only did the practicum students/student teachers require support and assistance. Sometimes the Associates themselves needed help with difficult situations and/or individuals. Seven weeks into the position, Mona said, "I hate it [the job] right now, I could give it up" (October, 1991). She missed the positive easy interactions she had had with her former staff and students, and having a real classroom of her own. She missed "the homey thing, you know, the feeling of family and community" (November, 1991) that she had developed over many years at her former school. She lamented,

> You know that old adage, "Be careful what you wish for because you might just get it." . . . I got it alright . . . I'm sure this is a hurdle I'll go through and I'll survive but . . . the bottom line is, if they fired me that would mean I would get to go back to school and that's what I want to do . . . I don't like it [here] because I'm lonely and I'm struggling like crazy to keep my contacts with the people that I worked with because they're the real people in my life. (November, 1991)

During that first semester, Mona was surprised that she missed the familiarity of her old school so much. She was also surprised that she began to have difficulties with her social studies practicum class, a class where she had initially felt very confident and competent. She found this class "to be there in body but not in spirit." There seemed to be a creeping negativity, "almost like a self-fulfilling prophecy" (Mona, October, 1991). A few students in this class voiced the opinion that they had certain rights because they had "paid a lot for their education," and one particulary vocal student said, "if there are inconsistencies [in what you are teaching in this class], it's my responsibility to find out" (October, 1991). These practicum students believed that they would be consistent, open, and in control in their student teaching; they were "going to be the teacher there." Mona warned them that they should be very careful about assuming too much; she reminded them that they were called "student teachers, not teachers" (October, 1991). In the eyes of the cooperating teachers, administrators, faculty advisors, and students, as student teachers they were

"guests" who had been invited to learn about teaching and learning in a specific environment for a specified period of time. What they were *allowed* to do was circumscribed by the cooperating teacher and the conditions of the practicum.

In order to "clear the air," Mona talked with the individuals who felt that they had been treated unfairly in her class. She felt reassured that she had approached the negativity correctly when most of the "slighted students" were willing to discuss the problem, listen to other points of view, and work through to amicable reconciliations.

During that first year, Mona considered the job to have a tenuous nature and joked about "being back next year, if they still want me" (March, 1992). She thought that there were

> lots of opportunities for growth and . . . I am either going to become a really strong person out of this or I'm going to be just a piece of jelly by the time I am done. . . . I am determined that I am going to learn from this. I know I'll get some skills I can use when I go back. (January,1992)

Likewise, Jill was surprised that a few of her students murmured about the nature and content of the methods course and about her evaluations of their work. She found it necessary to remind her students that attendance was compulsory, commitment was crucial, and high quality work was expected. She told them to "devote yourselves to your teaching and your unit planning . . . . You must realize that teaching English language arts is very hard work" (February, 1991). However, when she realized that the students were feeling overwhelmed, she re-addressed the idea of "devotion" to teaching. She said that they should work "one step at a time, one assignment at a time; I know that you can do it" (February, 1991). Jill cautioned the practicum students to remember that, as teachers, they too have limited time and energy and need to balance their professional and personal lives. This warning was reinforced by a first year teacher, Victor, who talked to the class about the roller-coaster frustrations and satisfactions of the job. Some weeks he felt overwhelmed, overworked, and underappreciated, and was ready to quit. The next week he felt as if teaching was the most rewarding and interesting job he could possibly have. He was learning to balance his expectations between what he wanted to do and what it was possible to do. It helped him to think in terms of unit plans, not daily lessons, and to have decided what extra-curricular activities he wanted to be involved with, and then to abide by those decisions. He reminded the students that they too would have to make the best

possible use of available time, energy, and resources during their first crucial year of teaching.

The Associates found that the student teachers wanted to know how to take on the mantle of a teacher, how to be regarded as a professional and how to conduct themselves in the classroom. They told the student teachers that there were many ways to be teachers. Mona cautioned the student teachers not to think that "emerging" avant garde teachers were necessarily the "new improved" brand in comparison to the more "traditional" teachers. Furthermore, she told the student teachers to look to research because research impacts on curriculum design, identifies what happens in the classroom, and helps to explain how students learn (February, 1992).

The Associates felt confident that most of their student teachers would succeed, but there were some who were clearly unprepared for the reality of the classroom. Some had unrealistically high expectations of their own abilities and level of achievement and were unprepared to be "emerging learners" within the student teaching context. According to Dorian, "a university student's status as an A student didn't mean shit in a junior high classroom" (April, 1992). Achievement in student teaching was not measured by content knowledge, skill proficiency, essay-writing abilities, or test acuity but by what happened in the classroom. Student teachers were evaluated in light of the relationships they established, the classroom skills they demonstrated, the language and communication skills they used, and the manner in which they conducted themselves. Initially, they were often unable to cope with the ambiguity and failure that experienced teachers dealt with on a daily basis. The student teachers who were able to learn from their experiences, gained maturity, and could walk out of a class admitting "that was a disaster . . . but that's the way it sometimes goes" (Dorian, April, 1992) and then redeem themselves in the next class. They were beginning to develop the intuition, flexibility, "with-it-ness," and organizational skills that experienced teachers possess. The Associates found that while all student teachers became extremely tense when they were observed in their teaching situations, most grew into their teacher roles and gained confidence as they gained experience.

Nevertheless, the Associates were constantly surprised at the rumors and misinformation which the practicum engendered. They were often puzzled by the reactions or rather "overreactions of many of the student teachers" (Mona, December, 1992).

There were always a few student teachers who caused the Associates grave concern. Jill worried about the suitability of *Sarah Masters* (a pseudonym), an intense 25-

year old who had "always" earned high grades, had just finished a master's degree, and wanted to know how she could "get a 9" in this course. Sarah was focussed on getting the content "right" for an advanced academic high school class to which she had been assigned. As her practicum advisor, Jill preconferenced with Sarah, sat in on her classes, discussed the lessons with her, and collected data for the interim and final evaluations. On her second visit, Jill noted that Sarah lectured most of the time, and that when she did ask questions, only two boys answered. When Jill talked to a few of the other students, she discovered that they felt that Miss Masters only asked Andrew and Philip to answer questions, that Andrew and Philip always had the correct answers, and so they "didn't have to bother to learn the stuff." Jill sensed that the majority of this class had opted out of their own learning. When Jill brought this to Sarah's attention, Sarah said that she did not feel comfortable with her cooperating teacher. Sarah did not think that her "style could show through in the situation and that she could try out anything new in the classes" (March, 1991). When the cooperating teacher, Sarah, and Jill met, the cooperating teacher told Sarah that she did indeed have permission to try a variety of strategies and assignments. However, Sarah did not appear to act on this invitation; she seemed unable and/or unwilling to design and implement a variety of activities and evaluations. Most of the time, she continued to use the lecture method, believing that this was the most "productive" way to have students learn the greatest amount of content in the shortest period of time. When the cooperating teacher and Jill gave Sarah feedback that contradicted her personal beliefs and experiences, Sarah considered this feedback to be "ill-informed" and essentially "negative" (April, 1991). Although Jill was frustrated with Sarah's egocentric attitude toward feedback, evaluation, students and teaching, she continued to try to work with her. Jill wondered how she could have handled the situation differently and sought suggestions from the other methods instructors and myself. She tried a variety of approaches but Sarah's ideas and practices changed very little. In the end, Sarah completed her student teaching but realized by then that she did not want to teach in a secondary school (May, 1991). Apparently, she later applied to do a PhD at another university.

Other student teachers had difficulties similar to Sarah's. Dorian's student teacher, Hayden, was overconfident and felt that he had all the answers. He was out to show the senior high students and his cooperating teacher and anyone else who would listen how brilliant and forward-thinking he was, and he did not respect the evaluations or suggestions of others. Hayden was not willing to work very hard and was consequently asked to withdraw from his first practicum. In fact when he repeated this practicum, he was warned that "any sign at all of a lack of preparation, you're out" (Dorian, April, 1992). This

second time, Hayden worked, "pulled in his horns and . . . he was good, damn good right from the start" (April, 1992). While Sarah's experience convinced her to leave teaching at the secondary level, Hayden's experience challenged him to reevaluate his perceptions, refocus his talent in a positive manner, and thus succeed.

Sarah's and Hayden's objections to the observation and conferencing sessions with their cooperating teachers and/or faculty advisors were often shared by a number of other student teachers. These student teachers felt "like guinea pigs" (Jill, April, 1991) and reacted negatively to conditional and critical feedback. They regarded their supervisors' suggestions as personal criticism of who they were and how they were handling the situation.

In other instances, student teachers did not feel they could question a misperception or ask for further clarification when their supervisors provided feedback. Even when student teachers were reassured that they could and should ask for elaboration, some would still defer saying that they "just wanted to get through with a minimum of hassle" (Jill, April, 1991 & Mona, April, 1992).

Certainly, counselling student teachers to make use of evaluations and the entire practicum experience was one of the most difficult aspects of the Associate position. Dorian and Byron did not feel that they had "messianic complexes" and were going "to save them all" but did admit that "a wobbly student teacher was a test of their ability as a teacher" (Dorian, April, 1992). Some student teachers needed more time to "get it all together," some teetered on the edge of collapse but hung in there, and others "went down the tubes" (Byron, April, 1992). The Associates felt that student teachers had to articulate their images of what a teacher is and correlate that image with the reality that they found in the classrooms. When student teachers were unsuccessful, the Associates then became intimately involved. Usually the cooperating teachers were already questioning whether they wanted these student teachers to continue. If the cooperating teachers decided that they did not want the student teachers to continue, the Associates helped them to make the final decision. However, hopefully, the student teachers themselves would make the final decision, "often with a little nudge" (Byron, April, 1992). Such situations were always difficult, but as Jill commented,

> as a teacher, you have that perpetual guilt that you could have done something more. . . . Even the cooperating teachers feel that way and even I feel, what more could I have done to make this a successful placement? But in the end you realize that you have done your profession a service by making people stand back, think

> again about being in the profession in the way that they've chosen to. . . . It doesn't mean that they won't re-enter. . . . I don't think you've put an obstacle in their way but you've made them stop and reflect about what they thought it [teaching] was and what it really is. (April, 1992)

In the final analysis, the Associates felt that the practicum situations were usually positive, developmental, and collaborative learning experiences for all concerned.

The Associates also had to deal with the ATA legalities which were applicable to the student teaching situation. The Associates and the cooperating teachers were bound and protected by the standards of "The Alberta Teachers' Association Code of Professional Conduct" (ATA Code of Professional Conduct, 1992) because they were "active" teachers and thus members of the Association. However, the situation was clouded with regard to the responsibilities and protection of student teachers. Student teachers are legally considered to be "employees" of the board while student teaching and the "ATA Code" is to be a "guideline" for their behavior while in the school community (Buski, 1991, p. 2) Because their conduct reflects not only on them personally and professionally, but on the University of Alberta as well, student teachers are held accountable to these standards and answerable to the Associate Dean of Field Experiences and to the Dean of the Faculty of Education. Failure to measure up to the standards of the "ATA Code" and the *University of Alberta Code of Student Behavior: Conduct and Discipline* may result in disciplinary action (Field Experiences, 1992, p. 9). However, students teachers are not subject to ATA discipline procedures, which legally apply to active members only. The universities are very aware of the need for professional behavior on the part of their students. To this end, Faculties of Education have developed or are developing "Codes of Professional Conduct" to govern their students whch will be patterned along the same lines as the "ATA's Code" ((Field Experiences, 1992, p. 22). At present, there appear to be some grey areas of responsibility and protection as far as student teachers are concerned. To further "muddy the waters," the faculty members and supernumeraries who serve as practicum advisors do not need to be members of the ATA. And, even if they are card-carrying associate members, there are limitations to the responsibilities they have and the protection that the ATA will provide.

Seven months into the university year, Mona and her fellow first-year Associates at the University of Calgary were told about their legal responsibilities with regard to the practicum. With this information and a clarification of the steps to be taken when there were personal and professional conflicts, Mona realized that she had handled a situation

incorrectly the previous semester, "but I didn't know how to handle it; it was like a shot in the dark" (April, 1992). Furthermore, Mona remained unclear about the university's legal position with regard to the student teachers and the Associates themselves.

Lengthening Associations

As the Associates moved through the Enacting phase, they found that their language, practices and perspectives changed. New meanings were negotiated as they dealt with various situations within the university, school, and professional communities.

Towards the end of her first year at the university, Jill was faced with a choice because her former school board would not grant her a secondment for a second year. In order to continue as an Associate, she was forced to resign her position effective June1991. She felt that her former principal and school board wanted to limit her professional opportunities rather than encourage her in new endeavors. When she had initially gone for her interview for the Associate position, "my ex-principal wished me well but in the same breath said that he hoped I wouldn't get the job" (April, 1991). He felt that she should not want to be "more than a classroom teacher." Although Jill's ex-principal may have meant his comments as a compliment, hoping that she would stay on his staff, Jill considered his comments to be discouraging. She felt that being an Associate was "different from" but not necessarily "better than" (April, 1991) school classroom teaching. Following her successful first year as an Associate, Jill felt that she no longer needed the security of a job with that small rural school board and she wanted to be able to apply for other positions. Fortunately, she was immediately offered a position with a large urban school board and was seconded from that school board so that she was able to fulfill her second year as an Associate.

All the Associates extended their relationships with the greater educational community. They had all presented workshops on a variety of topics, served in some capacity for the provincial ATA specialist council organizations, and worked on the provincial government education committees. The Associate position allowed for the "extra flexible time" necessary to be involved in all of these activities.

In this fourth phase, Enacting, the Associates facilitated the various aspects of the practicum. They now had the opportunity to reflect on their experiences in the fifth phase, Re-Viewing.

Phase Five: Re-Viewing

In the fifth phase, Re-Viewing, the Associates looked critically at themselves, their situations, and their positions. They reflected on what had happened in the preceding year and how they felt about it. At times, they felt as if they had made unique contributions to the practicum and that, as Associates, they had authenticity and agency. At other times, they felt as if their ideas and suggestions were minimalized, ignored, and excluded. In response to these reflections, the Associates created their own images of how they thought the practicum should be, and how the Associate position should be regarded.

Appreciating a Pause in Pedagogy

When they had taught in the schools before their secondments, the Associates had found that the pace was intense all the time. At the university, at times, the pace seemed to be similarly intense, particularly when the student teachers were in their practica in the schools. However, the Associates found that there were times when the pace lessened, when there was a pause in pedagogy.

The cycles and rhythms of the practicum students and the Associates differ from that of the larger university community because of student teaching. Because the practicum and university schedules are so different, practicum students are discouraged from taking other courses that would conflict with their student teaching. The practicum year schedules of coursework and student teaching are a predetermined, independent totality which are organized into longer class periods over a shortened semester. This scheduling accommodates student teaching which occurs during pre-specified weeks in the Fall and Winter semesters. The practicum students had nine-week classes in the fall followed by four weeks of student teaching in November and December, and five-week classes in the Winter followed by eight weeks of student teaching in March and April.

As far as the Associates were concerned, they realized that not only were they compressing a "career" into two years, but also they were compressing their teaching into five, nine, and 13 week courses. In a regular school year, they would have taught the same students for approximately 42 weeks; even in a semester, they would have taught the same students for 21 weeks. This "compression" forced the Associates to plan, organize, enact, evaluate, re-think, and re-plan at an accelerated rate at the university. However, unlike the perceived relentless intensity in the schools, the Associates felt that there were pauses at the university in May and June. Byron appreciated

> the change . . . and the pace. Although you work hard, the pace is not as hectic as when you're teaching fulltime. . . . School doesn't give you time to reflect. . . . You run to the next and the next and the yearbook and . . . it's just the pace, and I'm not saying that you don't work hard [at the university]; it's just a different kind of work. (April, 1992)

These pauses were particularly welcomed at the end of the first year of secondment. They refreshed and renewed the Associates and allowed them to achieve some balance in and perspective on their roles and responsibilities. During May and June, the Associates supervised a small number of out-of-step students, reviewed the previous year, and made plans for the forthcoming year. At the University of Calgary, they often also taught one introductory teacher education undergraduate course. The Associates appreciated this opportunity to contemplate and reflect on the nature of their classes, placements, supervision, relationships, difficulties, and contributions. Because they were teaching about pedagogy, they had become very aware of their own pedagogy and what effects their ideas and methods had on their practicum students. With this additional experience and insight, they were able to question, reconsider, and redesign their courses and placements in a more responsive manner for the following year.

The Associates also appreciated the unwritten expectation that they were to have ongoing contact with their practicum students and student teachers. To facilitate this contact, a certain amount of flexibility was built into their daily timetables. They had designated office hours for both formal and informal conversations: discussing coursework, reviewing placements, and acting as references for student teachers who were applying for teaching positions. The Associates appreciated the fact that they were expected to schedule these contacts and were able to do so without feeling unduly pressured by other commitments.

Dissipating the Darkness

Most of the time, the Associates felt that they dwelled in harmony within their communities. However, there were times of discord when the shadows of the taken-for-granteds and hidden agendas obscured light, reason, and understanding for the Associates.The Associates wanted to have a voice, to have an authentic say in what was happening within the practicum enterprise. Britzman (1991) explains that

> voice is meaning that resides in the individual and enables that individual to participate in a community. . . . Voice begins when someone attempts to communicate meaning to someone else. Finding the words, speaking for oneself, and feeling heard by others are all a part of the process. . . . Voice suggests relationships: the individual's relationships to the meaning of his/her experiences and hence, to language, and the individual's relationship to the other, since understanding is a social process. (p. 23)

The right to have a voice is integral to the educational community. The voices of teachers have not always been an important part of research on teaching. Rather, research voices, curriculum voices, and institutional voices have traditionally silenced teacher's voices (Greene, 1988). Hopefully, the Associates' perspectives within this research will help to bring their voices to the forefront.

Unfortunately, within the context of their position, the Associates did not always feel that they were able to communicate their voices to the various stakeholders of the practicum. Small things were often very telling. Mona and her fellow Associates at the University of Calgary discovered that in the faculty advisor and cooperating teacher handbooks and materials, their designation, "university associate," was printed in lower case letters whereas other positions such as Department Head and Director were all capitalized. When the "University Associates" revised the handbooks and materials for the following year, they changed the Associate nomenclature to upper case also.

The Associates were not always included in core decision-making meetings at the university. At the University of Calgary, during her second year, Mona and her fellow Associates were not initially invited to vital discussions about changes in the practicum. When this was brought to the attention of the Director, he realized that their input was needed and he extended an invitation to them to attend subsequent meetings.

Neither did the school community necessarily seek the opinion of the Associates. On several occasions during her first year, Mona was hurt by the exclusionary nature of the secondary English department head meetings of a local school board. She felt "like the sacrifical lamb [who was] at the mercy of the powerful high school department heads" (May, 1992). This exclusion continued during her second year but she managed to stay informed through other sources.

Sometimes, the Associates were the ones who did not listen to the voices of others, particularly practicum students. For example, during her first year, Mona recognized that

she had to deal with the negativity that permeated her social studies practicum class. Initially, she tried to ignore the comments and questions but found that the voices persisted. So, to address their discontent, she eventually had them complete a needs assessment, invited them to talk about their frustrations, acknowledged that it was acceptable to disagree, and reiterated that it was impossible to provide all the answers that they were seeking. The tone and openness of the class improved during the next few weeks. In light of this discord, Mona reconsidered her approach and expectations for her classes in her second year. She hoped that by dealing with those voices of criticism that she could facilitate a new and more inclusive nature in future interactions and classes.

Similarly, Bateson (1989) maintains that

> it is important not only to recover but to discover a new and inclusive pattern of meaning. Part of the task of composing a life is the artist's need to find a way to take what is simply ugly and instead of trying to deny it, to use it in the broader design. There is a famous story about a Chinese master painting a landscape. Just as he is nearly finished, a drop of ink falls on the white scroll, and the disciples standing around him gasp, believing the scroll is ruined. Without hesitating, the master takes the finest of hair brushes and using the tiny globe of ink already fallen, paints a fly hovering in the foreground of the landscape. For a large and wealthy institution, criticism is like the buzzing of a fly, but the purpose here is to discover grace and meaning in a picture larger stili. (p. 211)

Perhaps light, reason, and understanding were obscured at times because the Associates assumed too much responsibility for the details of the practicum or for the individuals involved in the practicum. They sometimes devoted an extraordinary amount of time to a needy student teacher or a cranky cooperating teacher. They wondered if there were other ways of dealing with problems that they did not know about. Sometimes they looked to other professions for answers, such as in the field of medicine. In medicine, the role of general practitioners is mainly evaluative and prescriptive. If they are not able to prescribe effective solutions to their patients, such problems are naturally referred to specialists. In the field of education, the Associate's role tended to be evaluative and descriptive, like a teacher's role. Associates could identify and clarify the problems, but in their capacity they could not prescribe actual remedies. As well, no defined pathway for the referral of problems existed. The Associates were forced to deal with the discord in the

harmony as best they could with the information and resources that they had. They tried to be realistic about "what influence I really have at the end of the day" (Dorian, April, 1992).

Sometimes the shadows of discord dissipated for a while or disappeared in certain situations, only to return again. The spectre of assessment and all its stepchildren continued to be such shadows. All of the Associates struggled with clarifying criteria, marking assignments, and assigning grades. As a university instructor, Byron was aware that his class average was expected to fall within a designated range. The range could not be too high and it could not be too low; yet, all the students aspired to high marks. Byron designed a way of assessing students that fit much better with his personal philosophy:

> Instead of having all these assignments and adding up these numbers, I could probably describe what the students have done in my course and assign a number based on the comments. . . . Rather than having specific assignments, I described what they had been able to do in reading, writing, oral language and that sort of thing and then assigned a mark . . . so that the mark is based on the descriptors. (April, 1992)

When he returned to the classroom, Byron adapted these descriptive guidelines to monitor his junior high students' progress. His tenure as an Associate provided him with the impetus and time necessary to formulate and refine his evaluation strategies.

The assessment shadows also stalked Jill. She considered herself to be a tough marker who tried to balance fairness with high expectations. She was concerned that the positive rapport she had initially established with her practicum students deteriorated after she handed back their first assignments. There were always a few individuals who considered their lower-than-they-expected-or-wanted marks to be a personal slight. In order to try to minimize this dissatisfaction, Jill clarified her expectations for their unit plans, writing folders, and final reflective pieces of writing. She talked to these "prospective teachers" about the realities of evaluation, their professional attitudes towards assessment, and their achievement in class.

Generally, Jill's practicum students handed in creative, well-organized, thoughtful assignments, and she was pleased. However, she was disappointed in assignments that showed little or no effort or care. She felt that this showed a lackluster attitude towards the practicum as a whole. Among the variety of assignments that Jill gave her students was a "professional handout," a two to three page handout about a specific idea of personal educational interest that was to be practical in nature with relevant supporting theoretical

understandings. These handouts were to be photocopied and shared with their classmates. Most of the professional handouts dealt with significant topics, showed responsible research, and were well written. However, a few, like Matthew's, were poorly conceived and executed. Jill suggested that he rewrite his handout on "How to Teach the Short Story." Her comments on his paper were as follows:

> Matthew--unfortunately, you have missed the intention of the professional handout assignment. What you have presented here is a brief, and in some areas weak, synopsis of basic short story theory. This is not a text on "how to teach a short story". Except for a couple of ideas on lesson presentation, you give no real idea on how to teach short stories in a secondary Eng. LA program. I also see no attempt to contextualize your topic in the Alberta curriculum. I find it unlikely that a teacher would find this information of much use--it is easily found in most student texts of short stories. As well, the assignment asks you to use professional journals as your resources. e. g. *Alberta English, English Journal.* I'm sorry, but this doesn't meet the criteria. Please arrange to see me soon. J. (January, 1991)

Matthew had not paid attention to the intent and parameters of the assignment. As her feedback on his paper illustrates, Jill provided extensive comments, probing questions, and additional suggestions so that students could learn from their mistakes and omissions. These detailed responses added to the students' understandings of various concepts and resources. In fact, Matthew did re-submit his professional handout and earned an acceptable grade. And, later in the semester, he handed in an interesting, polished unit plan. In his final reflective paper, Matthew thanked Jill for not accepting less. By redoing that first assignment, he felt that he had learned that he had to put significant effort into subsequent assignments, and that if he did, he was rewarded with a much-improved grade and a sense of self-satisfaction.

Other students grew from being reluctant, skeptical and/or unsuited to being more or less enthusiastic, insightful and prepared to take on the challenges of student teaching. Max, a middle-aged fellow, was one such success story. He initially seemed to be anachronistic and a little odd in his thinking. However, as the practicum course progressed, it was evident that Max was very receptive to all ideas presented, and was able to incorporate these into his own philosophy of teaching. By the end of the course, he had designed a creative, insightful poetry unit for non-academic high school students that worked well when he used it with his class during student teaching (Jill, March,1991).

Nevertheless, there were always a few practicum students who did not improve their efforts or their attitudes. For his major student teaching assignment, Russell handed in a paltry four-page unit plan. During the term, he rarely attended class and when he did, he appeared disinterested (Jill, March, 1991).

In other instances, sadly, the motivation of some students who had initially shown promise withered during the course. One of the more mature class members, Shirley, was very involved in the beginning and put significant effort into her first few projects. However, her final unit plan assignment fell well below expectations and she was overwhelmed by the responsibilities and time requirements of her practicum (Jill, April, 1991).

Overall, the effect of evaluation on the practicum students/student teachers presented dilemmas for the Associates. Jill discussed this struggle:

> You have to somehow remove yourself from the evaluation. It is interesting how the students come back after their first round of student teaching, and admit that they have learned something about the difficulties of grading. You have to remind them that they have to separate the grade from who they are. Then there is less dissonance. A 6 or a 7 [out of a stanine of 9] is a fine mark, and yes, I will still write them letters of reference. Different groups have different intentions. Some students desperately want 9's; they want scholarships to go on to graduate school. (April, 1992)

The "shadows" also descended when practicum students in one section of a course felt that they were not being treated as well as students in another section. Toward the end of the semester, a few students in Jill's class voiced the concern that the marking criteria did not appear to be consistent and equitable in all three sections of the same methods course. Jill addressed this concern openly in class, cautioned all the students to look carefully at the differences between raw marks, letter grades, and final grade point averages, and invited them to discuss any further concerns with her after class. She reassured them that the three instructors would look at all the grades in the interests of fairness and consistency across the sections and within the accepted guidelines of the Department of Secondary Education. When Jill and the two other methods instructors met, they found that the averages and distributions among the three sections were comparable, and discussed ways of presenting their evaluation rationales and marks and of dealing with students' concerns. In future classes, the methods instructors decided that they would give

the practicum students more detailed assignment guidelines and have the students write formative and summative assessment criteria themselves (March, 1991). While Jill believed in giving students a voice, she questioned how they used that voice, especially when they balked at evaluations and caused this disenchantment over grades to affect the rapport and possibilities of the learning/teaching situation.

Re-Presenting Fundamentals

As the Associates moved through their tenure, their relationships within and among their communities changed, emerged, and dissolved. They had to reconsider which contacts were fundamental to them, professionally and personally.

Within the school community, the Associates dealt with the student teachers, cooperating teachers, school students, and administration. At the university, they dealt with the other Associates, university students, and faculty. They also maintained contact with members of professional associations. Sometimes, the Associates were uncertain as to where they now fit within certain hierarchies. Although the Associates had tried to maintain relationships with their school and professional association communities while they were at the university, they found that these relationships changed permanently. The Associates often lacked the time and opportunity to maintain the commonplaces with their former communities. During their first year of secondment, the Associates tended to maintain contact by making occasional telephone calls and visiting the school a few times during the practicum. However, as the Associates became busier at the university and the elapsed time lengthened, the professional closeness inadvertently waned. Some close personal friendships with former colleagues did continue, but this was outside of the school context.

The Associates also reflected on what was really fundamental for their practicum students/student teachers. Whether they came directly from general studies or from other faculties, many of the university students seemed to have a skewed idea of what the Education faculty represented. Many held preconceived notions, "givens" or "cultural myths" (Britzman, 1991) about teaching. Three of these cultural myths were: everything depends on the teacher, teachers are experts who depend on certain methods, and teachers are self-made and learn best from experience unproblematically addressed. The university students soon discovered that these notions were indeed myths, and that any "truths" differed for each teacher and every teaching situation.

Nevertheless, these university students-cum-practicum students-cum-student teachers wanted to become "expert" teachers as quickly as possible. They wanted "foolproof lesson plans" and "tried-and true" ways to manage a class that would work every time. Jill said that students

> expect us to be a bag of tricks. They wanted us to teach the practical get-out-there-and-teach kind of thing and they don't expect to learn the theory underlying their practice. I think as soon as you reconfirm that we are a faculty, we are not a school of teacher education of some sort, and that knowing what to do isn't enough, you have to know why you're doing it. Teaching is not a recipe, it is not a technical job, and that anything that you're going to learn here is just a repertoire of that practice. . . . You are going to have to work as a practitioner in the field like a doctor and take the best medicine for the situation depending on all the factors that are out there. (November, 1991)

The Associates found that their formerly held ideas of what practicum students/ student teachers and students in schools could accomplish were constantly changing. Byron found that many student teachers were frustrated with what they had achieved during their practica and they struggled with issues such as how to teach grammar:

> I remember the odd student who really struggled with the grammar issue because I tried not to fight with them about it. I tried to help them see other ways of looking at it, show them alternate ways and in almost everyone I saw growth. Now some of them still didn't see things the same way I did, but that's to be expected. You wouldn't expect *Byron* clones; it's not possible or . . . preferable. (April, 1992)

Mona noted that many of her student teachers were unable to work with process skills and to identify realistic and useful rationales and objectives for their lessons during their first practica. She was also upset that they had not worked with the high school general diploma-stream materials in their methods course and, therefore, they were unprepared to teach "non-academic" students effectively (January, 1992).

In order to be sensitive to all the stakeholders involved, the Associates often adopted a post-modern "other-centered" stance (Hutcheon, 1988,1989; Tong, 1989). They tried to make certain that those who were in less powerful positions in the hierarchies were given fair and representative opportunities to be heard. The practicum students and student

teachers often found themselves in the position of the powerless "other." They recognized that the Associates usually listened to their concerns, tried to alleviate their anxieties, and presented a variety of possible solutions to their problems.

The Associates took this responsibility very seriously. During the first year of their secondment, the Associates felt that they should have been able to deal more effectively with problems than they had. In reviewing her first year, Jill said "when a problem developed I still had that teacher sort of thing. Oh my gosh, what didn't *I* do? What could *I* have done better? Where should *I* have gone for this?" (May, 1991). However, she came to realize that she could not solve everything. She wondered if "perhaps wanting to take care of everything and do everything is part of the female teacher personality--the nurturing and making certain that everyone is organized and on task" (May, 1991). Whether male or female, when the Associates had been teachers in their own classrooms, they usually took care of the day-to-day details with a minimum of fuss. As Associates, however, they found that they worked in a much larger macrocosmic context, and couldn't "keeps tabs on everything" (Dorian, April, 1992).

The Associates found that they were involved to a different degree with their students at the university than they had been with students in their former school classrooms. As teachers in their school communities, the Associates worked with their students over a long period of time, often years. They were an integral part of what was happening. During a frustrating time in her first year, Mona longed for this former status, "I could go back to my old high school where I had some respect, where I had a place" (January, 1992). At the university, the Associates felt that they remained more distant from their students. Candidly, Hannah asked, "How much of a relationship can you develop in 13 weeks?" (May, 1992).

While the Associates usually came into contact with more individuals than they would have back in their school communities, the contact appeared to be on a more superficial level. Mona felt that she had a more reserved closeness with her university students: "I want them to respect me for my knowledge--and caring" (February, 1992). In late October, Mona received an unexpected postscript on a note from a practicum student in a class where there had been a degree of tension:

> P. S. Mona, I've noticed you've been a little down--now I can see why. The rewards that you got from your [high school] students must have been much more fulfilling than what we give you. I want you to know that I have learned so much from listening to you and watching you teach us and that these are things that will

> be with me for the rest of my life. Many of us admire and appreciate the effort you are giving. We are grateful. (October, 1991)

As the semester progressed, Mona began to feel more comfortable with this class and was invited to their Christmas party which was held at a community center.

Generally, the Associates were pleased with how well their courses and teaching abilities were regarded by their practicum students. The Associates received informal feedback during the courses, as well as formal evaluations at the end. From this feedback, there were always "points to ponder" (Reflection Notes, May, 1992). From her practicum students' evaluations, Mona realized that she sometimes espoused one idea but demonstrated another seemingly contradictory one. In other words, she "didn't practice what she preached" (May, 1992). Reflecting on this apparent disparity, Mona admitted tnat she felt restricted by the amount of material she wanted to cover and the time limits of the course. She recognized that in the future she should prioritize her material, allow for more in-depth exploration of issues, and use appropriate "wait-time" for student responses.

During her first year, Jill's journal entry asked what was really essential and what needed examining within the teaching and learning communities:

> I hope that they [student teachers] have positive practicum experiences in which they can try out this new way of being and take risks to search for what works for them in the situations they find themselves in. As I write this, I begin to question this whole practicum model we have presently. What is really important in the field experience is the process they experience, not only the final product. Now *who* needs to reflect? Our cooperating teachers--faculty consultants--us? (February, 1991)

Part of the reflection process took place at the yearly retreats. For example, at their June 1992 retreat, the University of Calgary Associates revised the practicum forms, handbook, logbooks, and evaluation forms. The student teacher placement request forms were revised in terms of clarity, information, readability, and accessiblity. The handbook was pared down dramatically and more diagrams and flow charts were added. A binder-type logbook with five sections in it - - information, observation, lesson plans, comments and dialogues - - was adopted to facilitate computer-generated materials. The student teachers' final evaluation forms became blank sheets that could be run through computer printers. All these changes helped to streamline and facilitate the practicum process.

Towards the end of their first year of secondment, the Associates had the inclination and time to reconsider their roles and responsibilities. They reflected on what had happened during their first year and began planning for their second year.

Phase Six: Renewing

When Associates entered the sixth phase, Renewing, they re-committed to the second year of the position and orchestrated their classes and placements with renewed vigor and enthusiasm. The relevancy and the longevity of their position was ensured by their shared commitment to self-renewal.

Moving Beyond the Shadows

In the second year of the position, Associates became more confident in who they were, what they knew, and how to use their voice. They now had legitimate experience from their first year and a good working knowledge of the practicum and the university community. Jill was more comfortable in "knowing the system . . . in terms of the technical workings . . . and people knowing who you are within the system. It's different than last year" (April, 1992). The Associates felt that their ideas with regard to the practicum were more welcomed during their second years.

Their expectations of themselves and their students had also altered. In her second year, Jill did not expect her practicum students to be any more mature than her former high school students,

> at least in terms of behaviors and attitudes towards their own learning. . . . I guess there is a degree of comfortability that's come from just being in a more comfortable situation because you know it a little bit more" (April, 1992).

Dorian maintained that "we're always better the second time around . . . at least, I was able to trigger some thinking ahead of time" (April, 1992).

In her second year, Mona shared more stories about her own learning journey. For example, she admitted that in the high school classroom at first, she had been an authoritarian, traditional type of teacher who thought that she knew the questions and the answers, and that students were empty vessels that she could fill up with information and concepts. After a few years, she had realized that her students seemed to have stalled in

their learning and were bored with what and how they were being taught. In wanting to find something that would rectify the situation, Mona questioned her teaching methodologies. Her introduction to cooperative learning and "a whole language approach" re-invigorated her, and she was able to share her enthusiasm with her high school students. Over three years,

> I saw my students' knowledge and skills increase dramatically. . . . They learned ten times more than I could ever have taught them on my own. I empowered my students to share their knowledge, their expertise, their experience, and to bring that to what we were learning. (Mona, September, 1992)

Along with deciding which areas of teaching practice to focus on, the Associates also discovered more pertinent questions to ask. In his second year, Dorian asked his practicum students,

> Where in the room did you sit as a student in school? Did most of you sit near the front? Did you ever turn around and look at who was at the back of the room? Because 90% of your teaching day will be to the back of the room--not the front--trying to get them to see. (April, 1992)

It was reasonable to assume that most students were in the Education faculty because they had liked school and had done well in it. However, as student teachers, Dorian reminded them that they would spend

> the majority of their time with kids who don't necessarily like school . . . and if they think that students will automatically like Shakespeare for the *love of literature* they are in for a big surprise. They haven't pre-thought what they are going to do with them. (April, 1992)

The Associates continued to stress that what the practicum students, as student teachers, were going to find in the schools was not necessarily what they were expecting and that they had to be prepared to "anticipate ambiguity" (Field Notes, April, 1992).

In her second year, Mona felt that the Associate team had more of a sense of what needed to be done and that they took action fairly quickly with regard to a variety of concerns. For example, at the University of Calgary, the weekly Associate meetings with

the Director seemed to be more constructive and supportive. In several of these meetings, they discussed their perceptions about the roles and responsibilities of all the members of the practicum team, including the support staff. The Associates generally felt that they had positive relationships with the support staff as they were the ones who usually provided the orientations to the details of the practicum. However, there were instances when the Associates did not feel that the support staff treated them as faculty members but rather as "itinerant teachers" (Field Notes, September, 1992). In response to this perceived attitude, the Associates listed what they wanted changed and made suggestions as to how this might be accomplished. Their concerns and ideas were presented to the Director who then spoke to the support staff on their behalf. This way of dealing with the situation seemed to open up the lines of communication and, hopefully, ensured that future Associates would receive as much assistance as possible from the support staff.

During their second year, the Associates also had to develop new relationships with faculty members who were "the other players in the practicum game" (Field Notes, March, 1993). Mona tried to "establish a degree of synergy and reciprocal understanding" (Field Notes, September, 1992) with a new English language arts methods instructor who had just begun his position in September. She appreciated the fact that he seemed to want to have an open and ongoing communication.

> He said that, "In May and June I want to sit down with you and I want to work with you on a comprehensive vision where you think methods and practicum courses fit in, and I want to build from that because I am all over the place this year." And I thought, "Good for you." (Mona, October, 1992)

Having had the experience of that first year, the Associates now felt that they were more astute, decisive and, at times hard-hearted. They tried to get the practicum students to reflect more critically on their perceptions of their personal suitability to teach and on their definitions of success in student teaching. The Associates felt that they asked tougher questions such as, "What kind of a teacher do you want to be? Do you want to become one of those teachers you despised?" (Dorian, April, 1992). Dorian thought that he became less sympathetic and perhaps even a "bit cavalier." On one occasion, he remembered thinking "Could you cry a little faster 'cause I have to get on to the next appointment?[laugh]" (April, 1992) as he was dealing with a distraught student teacher who was in the process of withdrawing from her practicum.

Mona, Jill, and Byron felt that there was a growing respect for professionalism within the school community that had not always been as apparent or articulated. At the University of Alberta a few years earlier, Jill and Byron thought that a few questionable practicum students might "have slid through the system" before the major quota came in and severely limited the number of spaces available.

The Associates felt that the student teachers were, for the most part, of exceptionally high quality. The university, school, and professional communities seemed to be impressed by the professional attitudes and demeanors which existed within today's student teaching cadre.

Enlightening New Associates

In the second year of their secondments, the Associates were willing and able to introduce the first-year Associates to the schedules, programs, and details of the practicum. They also came to realize that, in a sense, they were "gate-keepers charged with reducing variability and monitoring stability" (Reflection Notes, October, 1992). In order "to maintain the standards of the profession, the Associates' goals and expectations had to be relatively consistent with the rest of the educational community" (Field Notes, October, 1991). Predictably, this concern for consistency and stability created dissonance for the Associates. They had originally been selected for the position partly because of their independent and innovative thinking. Yet, now, they had to consider the external criteria to a greater extent when defining their Associate role. Mona understood the changing nature of her role within the practicum and of the practicum itself; "You can never have it the same way twice because it just isn't possible" (October, 1992).

As the result of some negative experiences in her first year, Mona reminded herself of these feelings and was determined to treat the first year Associates with more consideration. She said, "It would have been easy to fall into that same mode of thinking" (October, 1992) but she chose a different approach. She found that most of the new Associates were very appreciative of any help that was offered and were very professional in their demeanor. She complimented the new Associates; "I marvel at how much these new people bring to the job. They remind me that I still have a lot to learn" (October, 1992).

As they passed on the mantle of the position, the Associates told their successors that they would have to find their own ways. Hannah remembered giving her successor this advice,

> "Here's the framework that I followed, but the pieces have to be yours." With her background and expertise, she headed into it. She phoned occasionally and we chatted over a number of things. It wasn't really a matter of, "How did you handle this?" It was more,"I'm feeling this way, is it *normal?* " (May, 1992)

Honoring the Associate Position

The Associates felt strongly that their position should be held in high esteem. They felt that it was an the honor to be selected, first, because of the quality of the candidates, and second because of the importance and influence of the position within the practicum enterprise.

Nevertheless, several of the Associates recalled at least one individual who was an outsider in their Associate group. Some of these individuals "used" the position for personal and political gain and did not contribute to the collective good. The Associates resented these "shirkers" for taking advantage of the openness and flexibility of the position (Dorian, May, 1992). Others seemed to have "special status" and "sat with the power people" of the faculty (Mona, November, 1992). The Associates questioned the motives of these seemingly privileged individuals. Generally, the Associates felt that these "outsiders" dishonored the position, and that it was unprofessional of them to do so.

The Associates in this study valued their position. They felt that it gave them an opportunity to re-evaluate their personal practice and extend their professional knowledge. Hannah thought that the Associate position was "just the best learning experience" (May, 1992). She examined her constructs about education and began to refine many of her ideas:

> It was the beginning of a fairly major change of direction in what I taught. I had to sit back and say, "Okay how do I teach these people what I know about teaching?" Sifting out what would be valuable for them made me firm up so many of my ideas about teaching. . . . So, in that way it was an experience that . . . crystallized things for me. . . . [It was] a prime experience. A turning point. (May, 1992)

Hannah found that she nurtured this fruitful tension which irrevocably changed her philosophy and practice.

In turn, the Associates were pleased when they saw that their students were making connections between theory and practice. Mona was pleased when her practicum students used group processes (including cooperative learning) in their peer teaching. She mused, "I guess I am getting the message across" (November, 1992).

However, the practicum students' respect for the Associate's knowledge did not always extend beyond the university walls. Mona wondered how much credibility and authority her practicum students thought she actually had. On one particular occasion, a secondary school principal was visiting one of Mona's practicum classes. The practicum students asked him how he would select a new teacher. He answered,

> If I decided that I thought you might be somebody I'd want on my staff, the first thing I would do is pick up the phone and call Mona and I would ask her, "What do you think? Does this person have good interpersonal skills? Is he [she] a team player? Is he going to be able to work with kids?" (Field Notes, February, 1992)

The principal's response reified Mona's voice as an individual and as an Associate. He obviously placed great importance on her professional judgment with regard to the suitability and success of particular student teachers. And, indeed, many administrators did ask the Associates for formal and informal appraisals of student teachers. The administrators often felt that the Associates had a "feel for how student teachers would do in their own classrooms" (Hannah, April, 1993).

In the sixth phase, Renewing, the Associates had the inclination and opportunity to make a significant impact within the various educational communities. Nevertheless, the Associates soon realized that they had to begin to make plans for their re-entry into the school community in the seventh phase, Re-Aligning.

Phase Seven: Re-Aligning

In the seventh phase, Re-Aligning, the Associates began to prepare themselves mentally, psychologically, and physically to assume new positions within the school communities. As they disengaged from the university community during the winter and spring of their second year of secondment, they were also realigning with their new schools in preparation for the following September.

Revisiting Discontinuities

Having experienced a state of flux at the beginning of their positions, the Associates realized that they would have to revisit many of these tensions of transition as they re-entered the school community. They had gained many new insights from their experiences of multiplicity and ambiguity. However, as they moved on to this new stage in their careers, they wondered whether the changes they had implemented would continue to be incorporated into the practicum enterprise. They also wondered if their facility with "improvisation would ever become a significant, whole achievement" (Reflection Notes, February, 1993) rather than disparate, incomplete pieces of the larger picture.

At the University of Alberta, Jill was pleased that some of the changes that she and her Associate colleagues suggested were implemented. For example, for the Fall of 1992, there was a greater number and more extensive use of cluster schools. Also, in the Department of Elementary Education, the phases were re-organized into a term practicum which many Associates felt would be a more realistic experience for the student teachers.

At the University of Calgary, Mona suggested better coordination between the methods courses which were generally taught by instructors in the Curriculum and Instruction Department (EDCI) and the practicum courses which were usually taught by Associates in the Department of Teacher Education and Supervision (EDTS).

She also wanted to ensure that social studies as a subject would continue to have an important place in its own right. She felt that the proliferation of Humanities programs was generally positive. However, since the last two secondary English language arts-social studies Associates had had social studies backgrounds, Mona predicted that the next Associate would be from a secondary English language arts background. She worried that the social studies issues and content might be watered down or disappear from the methods and practicum courses (February, 1993).

Generally, the Associates were pleased with the prospects for change within teacher education, but they wondered why it took so long to make changes at the university. Mona questioned, "Is it not the whole notion of academic perogative to challenge and question and debate, and take forever to do it?" (November, 1992). It seemed that no matter how relevant the concepts, ideas, and methods, there was always a delay in the translation from idea to reality. Student teacher reactions provided an example of this. During their university training, student teachers were introduced to new ideas and became convinced of their viability. Yet, they continued to teach according to the "old" ideas, the way that they

were taught when they were students in school, until the necessity for change could no longer be ignored.

The Associates were not immune either. Mona admitted, "I could go along with the new ideas for a while but when things get tough, I revert to what I used to do!" (October, 1992). Similar reactions to changes in approach and/or curriculum were confirmed in Courtland's (1990) study. When she examined the efforts of teachers to adopt new methods and ideas, she found that change required a great deal of assistance in terms of both time and resources. As well, Aoki (1984) identified the need for teachers to know their personal philosophies so that they could understand how these philosophies fit with any new curricula.

Shifting Allegiances

In late April, 1992, Jill had only two months left in her Associate position; she had finished her teaching assignment and was dealing with some student teachers and beginning to make preparations for her successor. She expressed concern over the limits of a two-year secondment. She thought that it was a

> liability to this job because with only two years here and only a month and a half to go and I'm already starting to think about what I'm doing next as opposed to where this program is going next. I'm not absconding from my responsibilities here, but at the same time, my heart and soul aren't in it, that's for sure. (April, 1992)

Although Jill identified this shift in allegiance as unsettling, she also realized that it was part of the natural disengagement process and was necessary to facilitate her transition back into the school community.

Exiting From the Position

At this point, the Associates anticipated their new challenges in the school community. Mona realized that she could not return to her former school, "I'll have changed, they'll have changed, and it's not healthy for me to go back there" (January, 1993). She had been building bridges with the administrators in her school division, particularly with those with whom she would like to work:

> So I kind of set it up that I'm something to compete for . . . This is what I have learned, this is what I have done, here's how I can contribute to the school system here in *Chinook* county, this is how I can enrich it. Can you find some place for me to fit in? (January, 1993)

In making these contacts, Mona was trying to minimize the shock of re-entry to teaching "because I've already gone through the shock of entry into this job, and I know the impact it had on me as a person" (January, 1993).

As the Associates disengaged from their positions, they faced many of the same transitions that they had encountered when they entered the Associate position in the first phase, Anticipating. Similarly, the enthusiasm and apprehension that the Associates experienced in the second phase, Commencing, corresponded to what they felt as they moved into the eighth phase, Re-Entering.

Phase Eight: Re-Entering

When the Associates moved on to the eighth phase, Re-Entering, they renewed their ties with and returned to their school communities. However, neither they nor their respective school communities were the same as when the Associates had left two years before. The Re-Entering phase dealt with the actual assumption of their new teaching and administrative positions. Once again, the Associates had to originate their personal definitions of their new positions.

Assuming New Challenges

Only four of the Associates had passed through the Re-entering phase at the time of writing. Mona was completing her second year of secondment and would not enter this phase until late spring, 1993.

Dorian thought that the re-immersion shock of going back into the "real world" was a myth; he never felt that he had left the "real world" (April, 1992). When he perceived that there were advantages to the job, he took them and when those advantages were gone, he accepted that they were gone. He could not envision being an Associate forever because he felt that then there would be the possibility of slipping into "that unreal world." He felt that he needed the mercurial classroom interactions with (non-academic Grade 10) English 13's to keep him honest as an educator.

Byron stated that once Associates have

> done the university thing, they see other positions rather than classroom teaching. Sometimes they feel it's a step backwards to go back to the classroom. When they're finishing up their term, there is a lot of anxiety about where will I be going? What kind of position can I expect? And, sometimes there's a lot of disappointment about where they end up.
> (April, 1992)

In reality, when the now former Associates re-entered schools with new ideas, approaches, and discoveries, they assumed relatively challenging administrative and curriculum positions.

In their new positions, the former Associates were met with a range of reactions. At this point in his life, Dorian said that he did not need any more professional development; he needed time to put into practice what he already knew. Referring to Polanyi's (1962) tacit knowledge, Dorian mused, "I know more than I can say and I know way more than I can do" (April, 1992). Dorian found that he returned "with a drawerful of stuff that was current and interesting and exciting" (April, 1992) but the other teachers in his department did not have the time for him to share it with them. Dorian used and adapted this material for his own classroom, but that was as far as his ideas spread. He speculated that "it was a little intimidating [deep inflection] for his fellow teachers because his expertise was linked to the *ivory tower*" (May, 1992).

On the other hand, Byron reported a different reaction from his junior high school students. They held the university experience in awe. Byron said, "When the kids found out that I taught university classes, they were sort of 'Wow, you taught university. . . . Why do you want to teach junior high?'" (April, 1992).

Certainly, the Associates also felt the effects of their return to the school community. In the Associate position, their roles and responsibilities had been pre-determined and circumscribed by the context and history of the position. When she took on her new position, Jill felt that she had an opportunity to be an "expert helping to make decisions at the entry level" (Field Notes, April, 1992). She talked in an animated manner about her probationary position as a "learning team coach" in a new junior high school:

> It isn't anything anyone knows and therefore that sense of expertise and professionalism is being entrusted to the teachers. . . . [Being] responsible for our

> own goal setting lends a degree of pedagogical expertise to teachers; then teachers believe that they really have ... a lot to offer. (April, 1992)

A departure from a "traditional" junior high, Jill's new school was multiaged and non-graded. Instead of teaching isolated subject areas, the teachers were teaching by themes, issues, and concepts. As one of the four learning team coaches, Jill was primarily responsible for curriculum continuity and assessment in her areas, as well as the implementation of a new Apple Innovation project. Jill mused, "As Ted Aoki would say, 'Either we're on the cutting edge or we're out on a limb'" (April, 1992). But she felt prepared to take on this challenge partly because her views of what could be done within a classroom had changed during her secondment. While observing in secondary classrooms as an Associate, she had seen many successful small and large-scale projects, and used this knowledge in her new situation.

As well, having worked with Associates in different subject, interest, and grade levels, Jill was now willing to risk and try things that were outside her specific curriculum area. She was excited about going to a new school for many reasons:

> People view you in a different way. You have also changed; you view yourself as different . . . If you go back to the same situation, there might be indifference or resentment. I'd rather be in a win-win situation" (April, 1992).

The Associate experience has also influenced Mona's reaction. During the first year of her secondment, she did not consider applying for an administrative position. However, as she moved through the phases of being an Associate, she gained experience and confidence. As her time at the university drew to a close, she realized that she had the qualifications to apply for and the potential to be successful in a number of positions:

> I think I could get an AP [assistant principal] position in a new school because there will be three administrators, two AP's and one principal. . . . Plus, it's a female principal and I think there's kind of a connectedness there (October, 1992).

Mona also acknowledged that there was an optimum time to do things. She realized that if she did not apply for an administrative position upon re-entry to the school systen, it could hinder her future career advancement opportunities.

All of the Associates mentioned that they had enjoyed the challenges of the position which had changed them along the way. Perhaps, "In these days, the knight errant who finds his challenges along the way, may be a better model for our times than the knight who is questing for the Grail" (Bateson, 1989, p. 10). During their journeys, the Associates proved to be "knights errant" who discovered and developed the resources within themselves to deal with ever-changing situations. These newly-realized resources and the ensuing confidence allowed the Associates to go beyond what they formerly envisioned.

Maintaining Ongoing Connections

The Associates who began their secondments together maintained the most experiential commonplaces. They moved through the phases of the Associate position together, sharing common experiences. Dorian fondly remembered the lobster boil reunion with his fellow former Associates the year after they had completed their secondments. But although they tried to maintain these connections after they returned to the school community, it became increasingly difficult as time passed.

The Associates brought their immediate, intimate knowledge of the school community to the university. If the Associates had been at the university for an extended period of time, they would have lost that immediacy and their connections would not have been as valuable. Similar to this possible distancing from the school community, Dorian had also begun to feel removed from "real classrooms and real kids" when he was a consultant with the government. At that time, he had felt that he was beginning to tell others what and how to teach when he wasn't certain that he could do it himself. "It's often too easy to tell others what to do . . . to tell students how to write an essay. But writing that essay is a different matter; it's a damned hard thing to do" (Dorian, April, 1992). Similarly, Associates could have made themselves sound like the best teachers in the world; but to be credible in the school community, they had to have demonstrated and lived as credible teachers under recent conditions.

Furthermore, Hannah' s experience as a supervisor of student teachers helped her to connect with cooperating teachers in her school setting. She was more knowledgeable and informed as a cooperating teacher and department head and could act as a resource for new cooperating teachers. She found that it was particularly valuable "to be able to give them some overview of how to totally deal with student teachers ... some ideas about ways of evaluating them and ways of looking at what they're doing" (May, 1992). The

Associates felt that their unique knowledge and special relationships served as integral bridges among the university, school, and professional communities.

Desiring Acknowledgement

The Associates all felt that their experience and expertise should have been acknowledged and called upon more often in the educational communities.

When they came back into the school community, their experience was largely ignored. Their new colleagues were usually interested in a cursory and superficial way although they did consult them about their student teaching matters at times. On one occasion, a colleague of Byron's buttonholed a university professor to talk about the Associate position. The professor asked the colleague if he hadn't talked to Byron. He admitted, "No, I haven't; I hadn't thought of that" (April, 1992).

Hannah remembered another similar incident. In the late 1970s, the university began to use the clinical method of supervision as a way to monitor student teachers and this method was also adopted by several school systems. In her Associate role, Hannah acquainted cooperating teachers with this method of supervision in a number of workshops. When Hannah returned to the school community, she mentioned to several administrators that she had some expertise in this area. However, she was never asked to share that expertise or to use it. She found it ironic when an administrator said he was going to use the new clinical supervision method to do her yearly evaluation. She merely smiled because, given her background, she could easily make him him think what she wanted him to think because she already knew what he was doing. Hannah thought, "it would have been more productive to talk about it on a more open basis" (May, 1992).

Jill sought acknowledgement within the school community for her professionalism, not only as an Associate but in her previous teaching positions. She was reminded of the interview that she had had when she was applying for a position at *Crocus Hill* Junior Senior High School. At that time, the principal had asked, "What are you going to offer the *Crocus Hill* family?" She had reminded him, "I am a professional English teacher. Isn't that what you want?" Later that year, the principal had questioned her commitment to the school since, "You often leave right after school." She had then pointed out that she was at school early every morning, was busy at noon hours, and had plenty of preparation and marking to do as a "professional English teacher." By the end of that year, this principal had admitted, "Jill, you taught me what it means to have balance and to be a professional" (January, 1991).

As a professional English teacher, Jill had already learned how to guard against becoming overcommited and knew how to establish parameters in order to control what she did and how she did it. She translated this leavening of expectations into her Associate role. Jill felt that the Associates themselves as well as others in their educational communities should be realistic about what the Associates should and could accomplish. The Associates should be recognized and appreciated for their professionalism, both at the univerisity and when they re-entered the school community.

In the Re-Entering phase the Associates recognized that they had added to their professional knowledge in ways which would not have been possible within the school community alone. They looked at the Associate experience in retrospect and anticipated their next career spiral.

Phase Nine: Retrospecting

Retrospecting is a combination of the Latin *retro,* back and *specio,* to look forward. In this ninth phase, the Associates reviewed past events and considered how this position had affected them, both personally and professionally. In this dissertation I too have been "retrospecting", discovering and rediscovering landmarks and bridges as my writing has taken shape.

> Writing a story. . . is one way of discovering sequence of experience. Connections slowly emerge. . . like distant landmarks. . . . Experiences too indefinite of outline in themselves to be recognized in themselves connect and are identified as a larger shape. And, suddenly, a light is thrown back, as when your train makes a curve, showing that there has been a mountain of meaning rising behind you on the way you've come, is rising there still, proven now through retrospect. (Welty, 1984, p. 90)

When the Associates retrospected, they thought of their two-year secondment as a happy "interlude," an opportunity to take on a job that they did not have to keep. The university milieu had whetted the appetite of some of the Associates; Hannah, Jill and Mona have all entertained the idea of pursuing a doctorate in the future. Dorian doubts that he has enough academic curiosity left to pursue any more graduate work, and Byron remains uncommitted to additional formal study, at this time.

The Associates thought that their transformation from classroom teacher to teacher educator was an important part of the fabric of their personal and professional past, present and future lifeworlds. Although the circumscribed nature of the Associate position was unique, the Associates felt that many of their growing pains and breakthroughs paralleled those that anyone beginning a new position experiences and that others could learn from these experiences. Similarly, in Bergum's (1986) description of the transformation a woman undergoes when she becomes a mother, I found some parallels to the transformative process that Associates underwent when they became university teacher educators. They all dwelled within temporality (lived time), spatiality (lived space), corporeality (lived body), and communality (lived relationship to others). The Associates' sensitivity to time, space, body, and relationships were essential in creating an awareness of the responsibilities and possibilities of their position.

Some of the frustrations that the Associates felt as they moved through the phases of the position could have been eased if they had been aware of certain factors and situations. Sometimes they were not given enough information on which to base decisions or actions. At other times, they were given too many directions and too much information to digest quickly. At the beginning of their secondments, they all said that they lacked a clear understanding of the parameters of the position and did not know their responsibilities. With varying degrees of success, they built and maintained bridges with the university, school, and professional association communities. In fact, when Hannah, Dorian and Byron were retrospecting, they realized that creating bridges amid these communities was even more important than they had thought when they originally assumed the Associate position.

Valuing Teaching

The Associates had a deep fascination with teaching. Dorian illustrated this with an example from his current teaching situation:

> There I was in my classroom doing the "To be or not to be." I'm Hamlet, right in the midst of them, screaming and yelling and carrying on and they can't believe I'm doing this and I can't believe I'm doing it. All the jobs I've had return me to the classroom and that's . . . where I'll leave . . . having the kids laughing right in the middle of it, that to me is one of the rewards. . . . I learned once that actors and stand-up comics are deep introverts. I'm an introvert and these kids allow me to

> express that other side of my personality. They enjoy it and I enjoy it too. (April, 1992)

The Associates derived great satisfaction from teaching; in this they considered themselves to be different from some members of the university faculty. However, in truth, Timmon's (1989) study contradicted the Associates' assumptions. When Timmons asked professors to complete questionnaires dealing with career satisfaction, she found that the highest satisfaction rating, 43.5%, was in teaching and that was the reason that most professors gave for remaining in an academic career.

The Associates valued teaching and wanted to be successful teachers. Although they wanted recognition from external sources for what they had accomplished, they believed that they were the best judges of whether or not they had been successful. Dorian pointed out, "If I don't feel I'm doing a good job, how the hell can I tell somebody else how to do it? It's like the swimming coach who can't swim....What happens when there is an emergency?" (April, 1992).

In the final analysis, the Associates did not believe that there was only one way to be deemed successful. They did not feel that they should discourage their practicum students from trying things that they had not done or with which they did not feel comfortable. They recognized that many teaching methods were personality based and that successful teachers had their own ways of presenting and dealing with ideas and concepts.

Appreciating the Uniqueness

The Associates liked the "adventure of the position" (Byron, April, 1992). They were the types of individuals who, when their present jobs appeared to be moving along nicely, saw this appearance to be as good a reason as any to move on to new challenges. Because they sought out new challenges, they appreciated the opportunities that the Associate position afforded: the break from school, the accessiblity to new experiences, the flexibility of time, the building of new relationships and, for Dorian, the art of speedskating. The Olympic Oval was built during Dorian's tenure and to this day he still enjoys speedskating as a physical and mental workout.

As Byron said, the Associate position was "a break, a change . . . a change of pace" from the usual teaching routine and that he could "enjoy a lot of the benefits [of a university position] without the stress of publication and committees" (April, 1992).

Hannah reiterated that "it was a lovely break from teaching but I was still involved in education in what I thought was a very meaningful way" (May, 1992).

Being in close proximity to professional publications in the library and professors who had thought-provoking ideas encouraged the Associates to be more current, interdisciplinary, and reflective. They found that they had the time and the inclination to access current journals and shared their readings with their colleagues.
Hannah appreciated the flexibility of the Associate position for other reasons:

> I liked being able to do my work when I chose to do my work. If I wanted to work 12 hours one day and then go see my banker about a mortgage the next morning, I could do that. I could arrange my life with more flexibility. It was very easy, things like that. (May, 1992)

Although all of the five Associates would have liked to continue for a third year of secondment, Byron had some hesitation. He wondered if a third year would have "codified things for me and . . . reduced my organization and teaching to a systematic collection and dispensation of information" (April, 1992).

The unique nature of the Associate position may at times have created its own eclipse. Because the Associates became part of a group of "cohorts," were there times when they lost the critical eye of differing points of view? Because they were "chosen," did they sometimes feel imbued with unsubstantiated expectations and power? Did they believe that they were outside of the accepted mores of the university, school and professional association communities?

Although the Associates worked closely together and at times spoke with a collective voice, the five participants in this study felt that they managed to retain their own perspectives and individuality. And, because they considered their position to be one of honor and representative of their profession, they were willing to work steadily within the mores of the greater educational community. Hannah remarked that as Associates "we tried to keep our feet planted firmly on the ground"(March, 1993). Generally, the Associates dealt with the existing conditions of the practicum in a forthright, informed manner.

Reflecting on the Practicum

In our discussions the Associates felt that their student teachers were better prepared than the Associates had been when they had done their student teaching. However Byron cautioned, "I wonder if students feel . . . as well prepared as we think they are" (April, 1992).

Dorian particularly believed in the notion of the reflective practitioner and its usefulness in dealing with the students in the practicum. "Students had been so ingrained into absorbing that they couldn't see what was going on in front of them" (April, 1992) and by reflecting on their practice they were able to identify the process which they were experiencing.

Recognizing the Director

At both the universities, the Director of the practicum was considered to be a key position and was held by a tenured professor. At the University of Calgary, Hannah, Dorian, and Mona all worked for different Directors. In fact, Mona had a different Director for each of her two years of secondment. Generally, the Associates appreciated their Director's support and accessiblity. Hannah was pleased that her Director "did not just take what we said under advisement; she used it" (May, 1992). In her second year, Mona had a Director who himself had been an Associate at the University of Calgary in the1970s. Mona felt this familiarity enhanced his approach and that he was

> very, very vision-oriented. He is a leader, he is decisive, he wants to find out before he does things. He's thorough. . . . He trusts us to be professional. He's a power person in this faculty. I sense that he's going to be a change agent . . . and he knows how he wasn't valued as an Associate. (October, 1992)

At the University of Alberta, both Byron and Jill worked for the same Director. Byron said that she emphasized and re-emphasized that it was important for the Associates to maintain ties with the university. Together the Director and Byron have facilitated projects that have continued to this day. Byron "likes to tap into the expertise at the university" (April, 1992) and considers there to be benefits for both parties.

Acknowledging Differences for Women

The three female Associates felt that an awareness of women's career opportunities and related issues was important (Mona, Hannah, & Jill, April & May, 1992). Interestingly, Liston and Zeichner (1991) remind us, "the history of teaching [has been] primarly 'women's paid work'" (p. ix), yet women have often been overlooked in the influential decision-making positions. Hannah speculated that "Men see it [the Associate position] as a parallel move or an 'out' for a couple of years whereas women see it as a promotion. . . . They still lack mobility when compared to men" (April, 1993). There were other subtle messages. The female Associates were concerned that feminism was still regarded as an "f" word (Mona, April, 1992), a term of blasphemy and derision rather than a voice for women's rights and social responsibilies (Gilligan, 1982; Lather, 1991). As a reaction to the perceived negative connotation of feminism, Mona said that she would rather see a more"peoplist" philosophy that treated both genders respectfully and equally (February, 1993).

The Associate position did afford equitable opportunities for both male and females; in this sense, it was different from some traditionally gender-based hierarchies in the educational community such as the "ladder to administration." The three female Associates had all held consultancy and administrative positions, were considered to be capable, forthright, and involved individuals who were expected to continue to assume even more responsibilities in the future. Nevertheless, they worried that in these times of restraint and "downsizing," there were some "hidden agendas" to which they were not privy. Facing re-entry into her school district, Mona was concerned that there were very few opportunities open to her:

> I worry there's no AP [assistant principal] positions that I'm comfortable starting. Am I going to get stuck in a situation where I'm always a classroom teacher? That's not bad but you need different challenges to keep you fresh. . . . A lot of people have said to me "Why aren't you going back to high school?" Because that's seen as a status thing. Well, I've seen some of those old farts [in high school]. There's no energy, no enthusiasm, they're dead, and I don't want that to happen to me. (December, 1992)

At this time of her life Mona's priorities were shifting. Although she wanted to have a challenging position, she did not want to drastically alter her lifestyle. Her "tension of transition" back into the school community was heightened as she contemplated her future:

> I worry that I've only been in the business for 18 years now . . . and that ideally I could teach for another 17 [years] because I have to go to [age] 55. What if this is *It*?? . . . I also worry that I'm getting to the age when I don't want to uproot and go somewhere else. I'm 40 and it's different [than when I was younger] because all my friends, my support system, my family live close by. . . . So I worry that this is the end and the only other route to go now is admin; that's it. (February, 1993)

When Mona reconsidered her future options, she realized that she had at least one alternative in her quest to stay dynamic,

> I'm going to have to be creative and try and think of ways to keep myself fresh. I could do a PhD, I could do that . . . but I'm not ready for it yet and I won't be ready for it for 10 years. (March, 1993)

Men have many of the same quandaries and worry that there will be fewer and fewer challenging positions within the educational community to which they can aspire. However, there are times when men appear to have more confidence in their abilities and worth. Mona referred to a study in which men and women applicants with similar qualifications were to determine their salaries for a position. In nearly all the cases, women asked for less in terms of salary and benefits than the men. In fact, a number of the men targetted their salary and benefits as higher than "what the market would bear". Mona said that it appeared as if there needs to be more of a balance between the perceptions of these male and female applicants. There have been similar instances in the educational community where "men assume that they have more value and say" (Hannah, May, 1992).

There have traditionally been gender imbalances in certain division levels and subject areas. Women have chosen to teach elementary, and men have been attracted to the secondary level. At the secondary level, women have often been more interested in English language arts, and men have often selected social studies as their area of expertise. Teaching both language arts and social studies practica, Mona was very aware of gender imbalances in these subject areas (March 1992). As a female, she felt that she had more success with the mostly female language arts class. This, of course, could be attributed to

a number of reasons, but she felt that the females were a little more accepting and "people-centered" in their attitudes.

Furthermore, when Mona was supervising student teachers, she found it more difficult to work with some of the high school social studies teams. "As a female working within that group, I found it to be a real problem because they were all guys and it was obviously male territory" (November, 1992). It appears as if it would be more advantageous for everyone concerned if there were more of a balanced number of men and women in these subject areas.

In order to feel confident to apply for the Associate position, qualified teachers, both male and female, need the encouragement and support of their colleagues and administrators, and the security of a tenured position in their school community. Usually, the respective school districts have encouraged and accommodated the release of their teachers so that they could be Associates. This accommodation has ensured a high degree of diversity, credibility, and contacts within the Associate groups.

However, there have been instances when particular school boards were not as supportive. Jill's rural school board would not extend her secondment for a second year, so in order to continue with her Associate position, she had to resign. Jill wondered if this was not part of a few male administrators' "power plays." These male administrators often decided who would be shortlisted for what and who was perceived to have the best qualifications and potential. Jill knew of instances where competent female teachers were not supported in a bid for promotion. In fact, their commitment to their jobs was questioned because they had family responsibilities. Furthermore, female teachers' salaries have been regarded as "second income" (May, 1991). Because of her experiences and the experiences of others, Jill wondered if "white middle class men really do make the rules in the school system?" (April, 1991). Although some inequities have been rectified in the past few years, the female *and* male Associates perceived that there still appeared to be more opportunities for male educators than female educators. Martin (1985) furthers the discussion about women in education by stating that

> One of the unanticipated rewards of bringing women into the education realm is that the study of the education of the "other" half of the population enables us to see all of education differently. The changed vision resulting from acquaintance with the conversation reclaimed here makes our own journey of transforming the education of our sons and daughters possible. (p. 199).

In this postmodern era, the recognition and promotion of women appears to be long overdue (Grumet, 1988). Perhaps, because the complexion of the Associate team has usually been two-thirds female, the position has been unusually inclusionary, feminist and democratic in nature.

Casting Ever-Lengthening Shadows

Several studies have concluded that it is most instructive to "be thrust back into the schools" (Court, 1993) and that individuals like Associates can contribute by "casting ever-lengthening shadows" (Reflection Notes, March, 1993) back in the school community. After many years at the university, Court accepted a principalship in a Jewish school in Victoria. She was surprised by the utter immediacy of school life as compared to the contemplative moments of university life. And, although she missed the rhythm of the academic year, she believes that "teacher education begins at home" and has chosen to stay in the school community for now.

After their secondments, the Associates take their accumulated knowledge and experience with them back into the school communities. The Associates assumed or resumed leadership positions: Hannah became a high school department head, Jill became a junior high team coach [coordinator], Dorian continued as a high school department head, and Byron continued as a junior high coordinator. Mona is in the second year of her Associate position and has begun to apply for administrative positions.

But whether or not the Associates have been in a position with a title, they have generally remained involved and visible within and without the educational community. They have presented workshops, written educational materials, supervised and marked provincial examinations, acted as cooperating teachers, served on specialist councils and curriculum committees, and volunteered with various organizations.

As learners and teachers and as teacher educators, the Associates were knowledgeable, well organized, and goal-oriented. They usually knew what information, strategies, and experiences the students needed, and were generally able to make adjustments as necessary. The Associates found that their language and discourse, activities and practice, and social relationships changed as they dealt with uncomfortable tensions and nurtured potentially-fruitful difficulties. They negotiated their own meanings and points of view, and established credibility within the communities that they served. However, they did not always feel that they were appreciated within the special Associate designation. Mona sometimes felt that

> we are *just* teachers that are here for a little while and then we're gone and then a few more [new Associates] come and it's the same process. . . . But in fact, we contribute a lot; we know a lot of theory and practice; we keep things running. (March 1992)

The Associates support relationships that are reflexive and symbiotic, and build on one another's strengths. They make unique contributions to teacher education and continue to try to improve the conditions and the details of the practicum. The Faculties of Education need to continue to recruit, select, educate, encourage, and support the best reflective practitioners and have them serve as Associates, now and in the future.

Chapter IV

STEPPING OUT OF THE SHADOWS

The increasing bureaucratization of education and the technologizing effects of education research and knowledge have tended to erode our understanding and appreciation of those who teach, whether in the university or school communities. As educators, we need to become more thoughtfully and attentively aware of "what" is happening and "who" is making it happen within our educational communities. We need to recognize the unique contributions, varied experiences and particular knowledge of both the tenured and the untenured "shadow" faculty members in the university, school, and professional association communities. And, because "experience is the best teacher but the schoolfees are heavy" (Hegel in Thatcher, 1980, p. 95), we need to consider the ramifications of such recognition. Teacher education programs and staff positions may have to be reconsidered, altered, and/or deleted in order to meet the conditions of the present and to influence the forecasts for the future (Adams & de Leeuw, 1993). These decisions must take all of the stakeholders and communities into consideration. The Practicum Associates at the University of Alberta and the University Associates at the University of Calgary are central to the practicum because of their theoretical, practical, and relationship connections to the university, school, and professional association communities.

In this study, interpretive reflective research was used to examine the experiences of the Associates as they moved circuitously through the phases of their circumscribed position. The Associates and I participated in collaborative conversations in the twilight and learned how to dwell in meaning with others. In order to speculate about and discuss the Associate position, we created safe places, "clearings" (Miller, 1991). In these clearings, we dealt with the tensions and unpredictablity of our personal and professional lives. We found that, as Prather (1970) suggests,

> Ideas are clean.They soar in the serene
> supernal. I can take them out and look
> at them, they fit in books, they lead
> me down that narrow way. And in the
> morning they are there. Ideas are straight--

But the world is round, and a
messy mortal is my friend.
Come walk with me in the mud. . . . .
(unnumbered)

To make sense of the "round, messy, muddy, unpredictable" world of the Associates, I conceptualized themes which were significant to the Associate position and for those who took on the mantle of that position. I envisioned the Associates' journey as they moved through their two year secondments, in terms of nine phases: Anticipating, Commencing, Establishing, Enacting, Re-Viewing, Renewing, Re-Aligning, Re-Entering and Retrospecting. At the beginning of their secondments, the Associates left the security of their positions as established knowers within the school community and became emerging learners within the university community. Bringing their creative energy and ideas to the university context, the Associates saw the position as an opportunity to help to shape the education of future teachers. They adapted their skills, knowledge, and attitudes, and evolved into teacher educators who had the authority and responsibility to make informed decisions about students, courses, placements, and workshops. They became increasingly confident in their competence and place within the university community, translating their successful classroom teaching experience into "a set of patterns of what should be in a classroom at any given time" (Yinger, 1987), whether it be a Grade 2 or Grade 12 or fourth year university class. To become established knowers within the university context, the Associates found that there were some predetermined ways of carrying out their roles and responsibilities. And, they had the time and inclination to reconsider these roles and responsibilities towards the end of their first year of secondment. Then, in their second year, they were involved in many of the same planning sessions, activities, and programs as the previous year but were now the "old hands" who introduced the new Associates to the details of the position. In the second half of their second year, the Associates' allegiance and commitment began to shift once again: away from the university, their Associate position, and their practicum students back to their former school boards, teaching and/or administrative positions, and school students.

Reflecting on the Associate Position

By dealing with frustrations and appreciating satisfactions as they spiralled through the phases of the position, the Associates had changed. More confident than they had been

when they began their position, they then stepped out of the shadows and took on new challenges. As they left the university community, the Associates wanted recognition for their unique contributions, comprehensive system-wide contacts, and new understandings.

Maintaining Integrity

All of the Associates have similar suggestions for recognizing, enhancing, and maintaining the integrity of the position. Within the university community, the Associates feel that higher visibility and more credibility for their position would be beneficial in changing the "perceived attitude" that they are "field workers" (Dorian, April, 1992). Members of the faculty, particularly those who teach in related areas, should learn more about the Associate position and become acquainted with the interests, expertise, and experiences of individual Associates. Likewise, it would be helpful if the Associates got to know more about the individual faculty members and their interests, expertise, and experiences. Perhaps a scheduled introductory meeting and social event at the beginning of the semester and one or two exchanges later in the year would facilitate these interactions. They could also work together on common tasks and program development and address emergent issues.

Upon their return to the school community, the Associates feel that their "established- knower" status from the university community could be put to better use. Former Associates need to have both organized opportunities and sufficient time to share how what they have learned could be translated into the school context. I recognize that it is difficult to make time for any type of professional development during school hours and that to undertake any profitable professional development, individuals would have to commit to a number of sessions. Presently, Dorian doubts that the fifteen members of his department could make such a commitment, given their already-busy schedules (April, 1993).

The Associates believe that the Associate position needs to remain fulltime and seconded. Byron feels that determining priorities and allegiances would have been difficult if the position were parttime. "It would not have worked as half sabbatical or half leave or half Master's program with the PA position. It would have been too hard to balance the different agendas" (April, 1992).

One of the consequences of the seconded nature of the position is that the Associates often have to communicate their ideas indirectly through tenured, fulltime faculty members. At the University of Calgary, the Associates are considered to be

members of the EDTS department, but usually their voices can only be heard through the Director of the Practicum (Hannah, November, 1992). The Associates at the University of Alberta operate as members of both Field Experiences and the Department of Elementary or Secondary Education. While their presence in two units broadens the scope of their influence, they often depend upon the Director of Field Experiences to advance their ideas. At both universities, the Associate positions fall under the jurisdiction of the directors. Therefore, it is essential that these individuals be well-respected, influential, and responsive to the input of the Associates.

Outlining Essential Characteristics

Associates need to be caring individuals who have effective interpersonal skills, strong organizational abilities, and self-confidence. Because the Associates in this study respected their position and wanted to help maintain its integrity, they identified characteristics which they felt were essential for Associates, now and in the future.

1. The Associates should be caring and nurturing and have high expectations for themselves and their students. Hannah said that successful Associates seem to be "mother hens and father hens" (May, 1992) who look after the details of the practicum, and support and supervise their practicum students and student teachers. However, to be caring and nurturing does not mean that the Associates must only comfort and stroke, flatter, and appease. Often, nurturing requires a caring version of the truth, grounded in reality. It should "include the cold shower as well as the scented tub," maintains Bateson (1989, p.155). Associates also have to be clear about their responsibilities. As Jill said, "The ultimate is you have to realize what you're there for and who you're there for. Anything to do with teaching, you're there for kids in the long run" (April, 1992).

2. Associates need effective interpersonal skills and should be able to work collaboratively with different individuals in the various educational communities. Hannah said, "You have to be good with people, be able to talk to them, listen to their concerns--to their ideas" (May, 1992). Being sensitive to the requirements and needs of everyone requires a great deal of tact. It is important to maintain open lines of communication. Spontaneous conversations over coffee often help to clarify situations, propose ideas, and diffuse difficulties.

3. Associates should have strong organizational abilities and be able to deal with the multiple facets of the practicum and its attendant communities. They need to be able to work within a flexible timeframe. Hannah remarked, "Not everything happens from 9:00 AM to 3:00 PM" (April, 1992). The working day of Associates changes depending upon the phase they are in and the time of year. For example, during the winter semester, the demands of student teaching mean that Associates have to be available at odd hours. "You have to be flexible because you have to be available and ready when the phone rings," confirmed Jill (February, 1991). Overall, Associates have to maintain a balance between the demands of the job and the realities of their personal lives.

4. Associates need the self-confidence to be able to deal with any and all situations, including difficult ones. For example, when a student teacher encounters insurmountable difficulties, the Associate has to be able say, "That's enough. Period. You have to withdraw and rethink your career options" (Hannah, March, 1993). But, no matter how difficult the situation, Associates still have to have a sense of humor and "be diplomatic and open-minded to the nth degree" (Jill, April, 1991). Seeing the funny side and being able to laugh at themselves has salvaged many strained situations.

5. Associates have to be well grounded in theory and practice, and be "credible--damn good teachers" (Hannah, November, 1992) within the university, school, and professional association communities. They have to be able to show their practicum students how to translate theoretical ideas into the practice of the classroom. They must have been successful classroom teachers and be deemed as such by their former colleagues in order to work effectively within the school community in their new role. They find that they rely on past relationships to help move back and forth across the bridge between the university and school communities, especially during the first year of secondment.

6. Associates should be risk takers and innovators who have a tolerance for ambiguity. As Dorian pointed out, "There are not always right or wrong answers and you have to live in that tentative world where you may get egg on your face and you may not. You have to be able to go with the flow" (April, 1992).

7. Associates need to be self-motivated and independent decision makers. According to Byron, "You have to be able to take the bull by the horns and get things

organized" (April, 1992). In the Commencing and Establishing phases particularly, there is usually very little time for courses and student teaching placements to be organized.

8. Associates need to be able to articulate their practice-theory connections with regard to teaching and learning. For many Associates, graduate work has often provided the opportunities to examine and personalize these connections. In their own classrooms, individuals sometimes develop microcosmic views of what is "relevant and important" (Jill, March, 1992) whereas contact outside their school communities provides broader, alternative views. Associates have to make contacts not only within the university community, but also within and across subject areas in the greater educational community. Jill maintains that being an Associate

> opens you up to very differing perspectives that don't always exist within your own school or your own departments. You hold more credibility if you hold a master's degree both with your students here and in the field. It shows dedication to learning; it's education that's self-initiated. (November, 1992)

9. Associates should have contact within the professional association community, particularly through specialist councils. Specialist councils are dedicated to good teaching and learning, espouse ideas that are current and contemporary, and provide opportunities for professional development. Jill found that the English Language Arts Council of the ATA was an excellent place

> to build up a network of teachers within the field and a way for student teachers to be involved with practicing teachers. The last few years we've had a Buddy Night here [at the University of Alberta] where teachers and student teachers got a chance to share ideas. It was well attended and very successful. (April, 1992)

These nine characteristics emerged out of a concern for continuity and consistency within the position, and may also be applicable guidelines for prospective school teachers and university professors.

Respecting the Associates' Contributions

The lives of the Associates have been crafted and tempered over time. Now that Jill, Hannah, Dorian, and Byron have some distance from their secondments, they say that the position has enriched their lives with layers of experience. The Associate experience is now part of the composition of their lives, a process which is vividly and metaphorically described by Bateson (1989):

> Composing a life is a little like making a Middle Eastern pastry, in which the butter must be layered in by repeated folding, or like making a samurai sword, whose layers of differently tempered metal are folded over and over. As a young college student, Joan knew with certainty that she was a dancer. Over time, this identity has meant being a teacher and a therapist, a wife and a mother, a craftswoman and a writer. From the vantage point of a seventeen year old, this would have looked like a jumble; seen now, from her eighties, it makes sense (p. 214)

As I "reflectively turn" (Schön, 1987), I realize that we have all added layers (Aoki, 1989) to our professional knowledge in our shared conversations and classroom and staffroom interactions. The Associates were pleased that I had initiated this research because they wanted their "story to be told" (Hannah, March, 1993). In fact, their interest was one of the factors that compelled and propelled me towards the completion of this dissertation. Many of their "stories" showed the human, unpredictable, exciting side of being an educator. I was continually impressed with their willingness and ability to try something new, to be aware of political realities, and to carry on in the shadow of uncertainty.

Within the parameters of the position, the Associates had unique opportunities to be familiar with and recognized by the stakeholders in all the educational communities. In a report that evaluated the Extended Practicum, (Committee to Evaluate the Extended Practicum Program at Alberta Universities, 1981a, 1981b), the value of the program with respect to seconded Associates was deemed to be:

> Excellent opportunity for professional development.
> Excellent opportunity for self-growth and development--providing education experiences to university students.

> Excellent avenue for communications growth--sharing of knowledge, ideas, and experiences with fellow Associates, faculty, cooperating teachers, and student teachers. (1981b, p. 93)

The Associates certainly did become multi-layered and multi-dimensional as they grew in their understandings of teaching and learning, and as they had opportunities to articulate these understandings. The Associates made significant contributions to the practicum enterprise. In a variety of situations, they addressed differences and misunderstandings, and in doing so, engendered good will among and within their communities. This good will allowed them to act as effective facilitators during their secondments and afterwards. Upon their return to the school community, the four Associates assumed influential positions which allowed them to continue to be involved with the practicum and work closely with student teachers. Because Mona is just now completing the second year of her secondment, her future is uncertain. She maintains that no matter what she will be doing, she will remain very interested in the practicum enterprise.

The centrality of the Associate position to the practicum enterprise is evident. Nevertheless, the number and nature of Associate positions may very well change in response to increasingly limited financial resources. For the 1993-1994 school year, the number of Associates will decrease from eight to seven at the University of Alberta (Smits et al., 1993), and remain at seven at present at the University of Calgary (Elliott et al., 1993). Decreasing the number of Associates is considered to be a cost saving measure. With fewer Associates, however, more monies will be needed for the salaries of additional instructors to teach classes and supernumeraries to supervise student teachers. The quality of the student teaching supervision will also be affected. Because the same number of student teachers is projected, practicum consultants will probably supervise more than they have in the past.

The role of the Associates may also be redefined. Associates may have less involvement in teaching, participating in independent research, working with faculty members, nurturing contacts with the field, and maintaining public relations liaisons. Will their assignment narrow to the placement and supervision of student teachers? Difficult choices lie ahead. What changes must be made? How can the responsibilities be reasonably modified or increased? Could others (who are paid less) assume some of the responsibilities? What alternative contributions can Associates make to the practicum?

Considering Implications

As shadows adjust to the changes in light, different areas are highlighted. So too, in examining the "shadowy nature" of the Associate position, many heretofor adjacent issues have come to light and need to be highlighted. This research suggests some possibilities and presents some guidelines which might enlighten and enhance teacher education, generally, and the Associate position, specifically, within the educational community.

Creating Liaisons

Both the university and school communities should be "homes of the mind" (Costa, 1986). The Associates respected and valued both communities as homes of the mind and knew that certain conditions were essential to facilitate this, such as close collaboration between universities and schools. Working together, university and school communities should enhance the educative experiences (Clifford & Guthrie, 1988; Zeichner, 1993). Working at cross purposes, one of the communities often discredits that which the other has carefully cultivated.

Rather than accepting the separate and distinct natures of the university and school communities, I would like to encourage more collaborative relationships between the two. Although I understand that institutions themselves cannot collaborate and that only the individuals within them can, by cooperating we can turn what has been a barrier into a bridge. The bridge metaphor focusses on possibilities and offers a place of meeting, a "middle ground" (Carr & Kemmis, 1986) where universities and school communities can find common ground.

A reflexive relationship can be cultivated in both institutions. This would involve the repositioning of individuals within the educational community. Teachers from the school community could become active at the university, possibly as adjunct professors. Former Associates would be ideal for such positions. They could teach quarter or half courses or short-term units of study during the day or in the evening. They could develop courses for their fellow teachers to meet emergent needs and interests. Correspondingly, the presence of university professors within the school community would provide a genuine opportunity for professional development. Because the school community has reduced the number of consultants in the past few years, classroom teachers now have few sources of information and assistance. The professors could help fill this void. They

could develop courses for teachers and/or students which would be taught at the school sites. This contact would support and enhance the professors' research interests as well as providing the school community with a valuable resource. By sharing their understandings, professors and teachers would embrace new ways of living together as educators.

The Associates, however, identified a possible difficulty with these proposed collaborations. They pointed out that the rituals and traditions of the university seem to determine a great deal of policy and thus, subsequent action or inaction. While the school community appeared to respond fairly quickly to changes in their communities (Hannah, April, 1993), "institutions are slower to change than individuals" (Jill, November, 1991). However, the present fiscal realities of the greater educational community suggest that everyone will have to make changes, and that those changes will have to be made sooner rather than later if we are to maintain the integrity of education in this province.

Increased collaboration between the university and school communities would seem to be vital and would directly impact on the preparation of prospective teachers. Such collaboration would help break down the theory/university, practice/school barriers that have sometimes existed in the two institutions. Teacher education should be part of the continuity of experience which Dewey (1938) described. Therefore, both the school and university communities should work closely together in all the years of the teacher education program. In a number of instances university students do their practicum in their third year or first term of the fourth year and then return to the campus to complete another year or term. They often feel cut off from school students and have difficulty visualizing themselves as the "teachers" they felt they were during their practica. Sustaining contact with the school community in conjunction with fourth year courses would reduce these feelings of separation.

Such collaboration would also allow student teachers to experience a variety of teachers and teaching. Student teachers could be exposed to teachers who work "against the grain" (Cochran-Smith, 1991), who teach in unusual manners and circumstances, and thus break down stereotypes that the student teachers may hold. Ongoing associations with classroom teachers would also offer student teachers authentic insights into the dilemmas of teaching (Lyons, 1990). With organization and ingenuity, this increased exposure is possible. For example, in the elementary and the secondary English language arts methods courses that I have taught, I have arranged for practicum students to work with practicing teachers and librarians, thereby creating spaces (Miller, 1991) for everyone's professional

development. I believe that teacher education programs should offer growth opportunitites not only for prospective teachers but for school and university teachers alike.

The benefits of collaboration should also extend to other stakeholders in the practicum enterprise, particularly cooperating teachers who work with student teachers on a daily basis. In an effort to be supportive, cooperating teachers may lose their objectivity. As Byron said, "when co-ops are working with one person, they tend to probably see them a little more positively than if you're working with five or six as the faculty consultants [advisors] do" (April, 1992). To provide the most realistic experience for student teachers, cooperating teachers and the Associates and/or the practicum consultants must work together. When university and school representatives collaborate their efforts, student teacher experiences are enhanced (Friesen, 1993). Furthermore, the ensuing evaluations become more realistic, and therefore, more informative for the student teacher and the educational community.

Impacting the Practicum

The Associates help to make the practicum happen. In the course of this study, the Associates and I saw possibilities for the improvement of the practicum enterprise. Both universities are considering changes to their practica. The University of Alberta intends to increase the use of term practica (Jackson & Wilde, 1993) and clustering (Samiroden, 1993; Smits et al., 1993). Presently, practicum students can be organized in cluster groupings at cluster school sites. The cluster schools may consist of a senior high school and one or two of its feeder junior high schools within a certain geographic area. In this configuration, university faculty representatives supervise a number of student teachers in a variety of subject areas within a group of cluster schools. The concept of clusters allows for more collaboration and communication among the university faculty representatives, cooperating teachers and student teachers. As well, because of their experiential commonplaces, the university faculty are seen as more credible and approachable by the school community (Samiroden, 1993).

On the other hand, at the University of Calgary, practicum students are usually assigned to particular cooperating teachers, regardless of the schools involved. A proposed clustering of student teachers into cohort groups could place three to five student teachers in one school, thereby facilitating their supervision. Also, because feeder schools generally serve similar students and communities, it would be easier for student teachers and their practicum consultants to become familiar with a particular school's philosophy and

environment (Elliott et al., 1993). The consultants would be more familiar with the expectations and mores of both the university and school communities involved and then, "really mediate the experience for them [student teachers] . . . especially the expectations, help them over the bumps" (Hannah, May,1992). Furthermore, the student teachers would benefit by being closer to their fellow student teachers. This proximity would facilitate "spontaneous collaborative learning" (Reflection Notes, March, 1992), and provide the student teachers with a built-in support group. Student teachers benefit from having others to commiserate and rejoice with, "because they could let it all hang out, compare experiences, and so on" (Hannah, May, 1992). Just as importantly, the schools and teachers in those schools would be able to identify and better relate to one specific representative from the university.

Another change would make the schools a more integral part of the university degree program. Presently, at both universities, the majority of the in-school student teaching occurs during the third, fourth, or fifth year of a university student's program. Some type of "in-school practicum" would be valuable in each of the four or five years of their degree program, or as part of their practicum courses before they go out student teaching. This additional time in schools would extend the practical experience of the university students and provide them with actual classroom experiences where they could try out their developing theoretical understandings and practical strategies.

The University of Alberta's efforts to bridge the theory-practice gap are illustrated by a number of projects including the McKernan Project which was examined by McClay (1992). In this project, pre-practicum students were provided with an actual frame of reference. Their English language arts methods course was not only taught at the McKernan school site for almost the entire semester, but the pre-practicum students worked with school students on a daily basis. Furthermore, the practicum students were able to discuss their experiences immediately with their professor and each other, and then reflected on and learned from these experiences and their developing understandings. Furthermore, both Byron and Jill have invited university students to interact and work directly with their adolescent students. A number of professors and classes have acted on these invitations.

The University of Calgary's effort to minimize the theory-practice gap includes a proposal to integrate the subject-area methods courses and the general practicum classes. Currently, these courses are taught separately by different instructors and there is often little continuity or connection. This integration would allow for increased exchange of materials and ideas. At the University of Alberta, this integration is, for the most part, already in

place. The subject-area methods and the general practicum courses tend to be closely aligned and, in some cases, are taught by the same individual.

One improvement that the universities themselves could make would be to interview applicants earlier in the winter, and offer the positions to the successful applicants earlier in the spring, rather than in May when they may already have made commitments elsewhere. In most school boards, the deadline for transfers and promotions is March 1st. Hiring the Associates earlier would also mean that future Associates could be actively involved as cooperating teachers, particularly in the eight-week March-April practicum.

Providing Guidelines for Future Associates

Present and future Associates must regard the position in its totality and realize that they will have to make personal and professional adjustments. To meet the challenges of the position, the Associates need to be attentive to their personal well-being; they must consider their physical, psychological, and spiritual health.

As far as professional responsibilities are concerned, Associates must realize that they not only have to teach practicum students and supervise student teachers, but they have ancilliary commitments such as making placements, presenting workshops, and attending ATA meetings. From my interactions with the five participants in this study, it became evident that beginning Associates need an appropriate orientation in order to handle the complexities of the position in a manageable, organized fashion.

Associates have to adjust their time schedules to fit the momentum of the practicum year. September to November tends to be when the majority of the organization, planning, and teaching occurs, and November to December and March to April is when the active supervision of student teachers takes a great deal of time. At these times especially, Associates must set priorities and establish clear parameters quickly and then follow through with their decisions. During student teaching, the Associates need to be able to set limits with regard to the number and frequency of interactions with any one particular student teacher. Phone calls, in particular, are often an important link between Associates and student teachers. In order to make time for all the student teachers who may need attention, Associates need to set reasonable limits on the length and frequency of calls with any one student. As well as determining their own priorities, Associates also need to monitor the concerns and realities of their practicum students and student teachers. The Associates in this study often mentioned that they had to be familiar with what their students were exposed to. For example, they all thought that topics such as classroom

management and evaluation should have an even greater emphasis than they currently receive. These guidelines are intended to help ease the tensions of transition and help deal with the opaqueness of the practicum enterprise.

*Promoting an **Enlightened** Future*

The conceptualization of the phases of the Associate position and the Associates' tensions and triumphs within these phases and the interpretive reflective research orientation present numerous possibilities for the future. As educators, we can look at how and how successfully a particular group of individuals, the Associates, move along the phases of their educational journey. Within the educational community, we can see parallels in our own journeys. We, too, must be aware of what we are doing and how we impact on others as we move through the various phases of our educational spirals. We need to articulate our hopes for education and educators. Like Mayher (1990) I agree that

> teachers should not be seen as performers professionally equipped to realize any goals that are set for them. Rather they should be viewed as free men and women with a special dedication to the values of the intellect and the enhancement of the critical powers of the young. (p. 291)

We have to look to educators who have the potential to inspirit the intellect and enhance the critical powers of *all* students. The ways in which beginning classroom teachers, university faculty, and administrators deal with their new positions in their respective communities need to be refined in light of the spirals in which they find themselves and the priorities they set for education. With respect to teacher education, Noddings (1986) thinks that these priorities should include

> modeling, dialogue, practice, and confirmation instead of content, selection of students, exit tests, and credentials. All of these [the latter] must be considered, of course, but their consideration in isolation from frameworks that describe the kind of communities we intend to build, the sort of people we want to produce, and the ways in which we will interact can only perpetuate the malaise now widely felt in education. (p. 505)

The "malaise" can be cured by having strong teacher education programs, significant collaborations among the university, school, and professional association communities, and respected instructors at all levels. These instructors should include seconded Associates as they have already made significant contributions to the practicum enterprise.

Redefining My Horizons

Perhaps the most important thing that I have learned from this study is that individuals have to make the job their own and that no matter how well prepared they are, there are always going to be new wrinkles. Individuals move through the "phases" of their own particular journeys at their own rates of speed. Gibran (1973) referred to this when he wrote

> No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.
> The teacher who walks in the shadow of the temple, among his followers, gives not of this wisdom but rather of his faith and his lovingness.
> If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind. (p. 62)

This research and writing has prompted me to create new ways of constructing my life as an educator. Along the way, the Associates and I developed new insights as the meanings that we held became "transfigured" (Dewey, 1934) and our knowledge of ourselves sharpened. As I considered my experiences with new clarity, my horizons of knowing shifted (Greene, 1978). The shadows of my career and research have taken on more definition, yet continue to have uncertain edges. Like the Associates, I have experienced multiple tensions as I tried to bridge the school and university communities. Like the Associates, I tried to balance conflicts in my personal and professional knowledge. In the initial phases of my teaching career, I, too, was more inclined to smooth things over than voice my opinions. After reviewing my experiences and finding renewal in my understandings, I have become more mature and confident as I have moved through subsequent phases.

The Associates' stories tugged at particular threads in my storied life (Peshkin, 1988). Most poignantly, the Associates' stories reminded me of how desirous I am to move in from the uncertain edges and find a home in my professional knowledge context.

As this study comes to a close, my relationships with the Associates change once again. Until now, our relationships have had a past-present-future dimension. However, our future relationships cannot be marked by the same constancy, immediacy, and intensity as we have had for the duration of the study. My story as a researcher will fade as it is retold. Hopefully, the Associates and I will continue to embrace understandings as we move through new phases and on to new spirals of personal and professional experience.

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APPENDIX A

Practicum Associates
University of Alberta
Field Experiences

The University of Alberta invites applications for positions as practicum associates in the Faculty of Education for the 1992/93 academic year. Practicum associates are individuals who are seconded from their school board to the university. They receive salary and benefits as provided in teachers' continuing contracts with employing boards. Applicants should be prepared to commence their term of appointment on August 17, 1992.

The responsibilities of a practicum associate fall into these areas: the supervision of practicum students; instruction in practicum-related courses; inservice of cooperating teachers, and program planning which includes developing cooperating teacher preparation sessions, recruitment of cooperating teachers, participation in the placement process, and development and revision of practicum materials.

Applicants should consider the following selection guidelines: normally, five years' successful teaching experience; experience as a cooperating teacher; concern for improvement in the process of teacher education; ability to work well with others, curriculum work where required. Priority will be given to applicants with experience and skills in giving workshops for teachers.

Applications are invited from individuals with experience at elementary, junior high or senior high school levels. Areas in which appointments are anticipated include elementary education, secondary education (social studies, biological science, English, physical education) and special education. The number of positions is subject to budgetary considerations.

Application forms are available upon request from the address below or by phoning 492-2218. Completed applications should be forwarded by **March 13, 1992 to**

Andrea H. Borys, Ed.D.
Assistant Dean (Field Experiences)
Faculty of Education
University of Alberta
833 Education South
Edmonton, Alberta
T6G 2G5

APPENDIX B

THE UNIVERSITY OF CALGARY
FACULTY OF EDUCATION

Instructions for applicants to the Faculty of Education, University Associate position. Please read these instructions before you begin to complete the application forms.

Qualification Guidelines

PROFESSIONAL

- minimum of four years successful teaching experience
- practising teacher at time of application
- recent involvement in a student teaching program as a cooperating teacher
- recent involvement in practical or theoretical curriculum planning within a school, specialist council or committee of a Board of Education, Department of Education, Alberta Teachers Association or the University
- interpersonal skills in relation to colleagues and to students

ACADEMIC

- Baccalaureate degree and Professional Permanent Teaching Certificate
- Master's degree or applicable graduate work preferred

Applicant's Statement of Interest

All candidates are required to provide a personal statement of interest indicating the candidate's interest in the role of University Associate and the training of teachers.

Letters of Reference

All applicants are requested to contact three persons who will provide recommendations. Referees may include principals, supervisors, colleagues, university instructors, employers, or members of organizations with which the applicant has been recently associated. Referees will be contacted directly by the Practicum Office.

Interview

A personal interview may be required of an applicant. While the Faculty of Education does not guarantee an interview to each applicant, it does reserve the right to conduct interviews.

Deadline

For consideration as University Associate for 1993/1994 year, the deadline for receipt of completed application is March 17, 1993. Forward applications to the office of:

Dr. Garth Benson, Director of Practicum
Department of Teacher Education
and Supervision
Faculty of Education
The University of Calgary

To: **University Associate Applicants**
Faculty of Education, University of Calgary

The situation in Alberta Schools at present allows for appropriate professional employment of only the best qualified teachers. Accordingly, the Faculty of Education, University of Calgary is making every attempt to provide a suitable and stimulating program for pre-service teachers. As part of this plan, the Faculty of Education has made arrangements for the secondment of classroom teachers with special interest and expertise in the field of teacher preparation for the position of University Associate. The total number of University Associates hired is dependent upon available funds.

I welcome your interest in this position and appreciate your cooperation in supplying the information requested on the attached forms. You will receive notice of the final decision by June 18, 1993.

G Benson

Garth Benson,
Director of Practicum
Department of Teacher Education
and Supervision

GB:e

UNIVERSITY ASSOCIATES
UNIVERSITY OF CALGARY

The University of Calgary invites applications from experienced teachers with special interest and expertise in the field of teacher preparation for positions as University Associates for the academic year 1993/1994 in the Faculty of Education. University Associates may be appointed in elementary, junior high and senior high school subject areas.

These positions are made possible through secondment arrangements between the University and participating school boards in the ***Calgary vicinity*** whereby classroom teachers are made available to the University for an eleven month term of duties with salary and benefits commensurate with those subsisting in teachers' continuing contracts with employing boards.

Applicants should consider the following guidelines: a minimum of four years of successful teaching experience; a practising teacher at the time of application; recent involvement in the student teaching program as a cooperating teacher; recent involvement in practical or theoretical curriculum planning; interpersonal skills in relation to colleagues and students; master's degree or applicable graduate work preferred.

Successful applicants will work with cooperating teachers and faculty advisors in the Practicum (student teaching) Program and with members of faculty in related course work. Applicants may also be involved in the conduct of research related to teaching and the teacher education programs.

Application forms are available from the Practicum Office (220-5684) upon request. The forms must be completed and returned by March 17, 1993 to:

Dr. Garth Benson, Director of Practicum
1102 Education Tower
The University of Calgary
Faculty of Education
2500 University Drive NW
Calgary, AB T2N 1N4

APPENDIX C

March, 1992

To the Participants in the Associate Study: A Statement of Research Interest

As a former coordinator, instructor, teacher and curriculum leader, I have had the opportunity to work with University Associates at the University of Calgary for the past 12 years. Because of this, I am now interested in coming to a deeper understanding of how Associates view their position particularly with respect to the role expectations, responsibilities, realities, contributions, and possibilities of the Associate position. My discussions, experience, and reading indicate that little is known about how Associates become teacher educators in the university milieu, establish and maintain relationships with the schools, and view their positions over time.

To some extent, this is also collaborative research; I invite you to make any observations which you feel are important. You will have the opportunity to read and respond to all of the writing. Since this will be written up as a piece of research, we will have to come to an agreement as to what will be, and how it will be, reported. I will provide copies of all writing and schedule times for us to meet and review the writing.

Present Associates

Through a series of conversations, participant observations, interviews, letters, and journal entries, I hope to come to a deeper understanding of the meaning of the Associate position and how this position interacts with and impacts upon you personally and professionally within the university, school, and ATA communities.

Former Associates

I anticipate that we will have two or three two-hour conversations during the Spring, 1992. These informal taped interviews will take place at a mutually agreed upon time and place. From these conversations, I hope to come to a deeper understanding of the meaning of the Associate position and how this position interacted with and impacted upon you personally and professionally within the university, school, and ATA communities.

Sincerely,

Anni S. Adams

Anni Søgaard Adams,
2nd year Ph.D. Candidate,
Department of Secondary Education,
University of Alberta, Edmonton